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The goal of this book is to help teachers create a positive social climate in the elementary school classroom. Six group processes areas are identified as combining to create the social climate of the classroom: (1) attraction; (2) leadership; (3) communication; (4) student norms of conduct; (5) individual expectations; and (6) group cohesion. The book is divided into six sections, one for each of these six group processes areas. Each of these sections is further divided into four subsections. Each section begins with an introduction that explains the theories around which the lessons for that area are designed, the goals of the lessons for that area, and a discussion of classroom management techniques necessary to support and reinforce the lessons. (JD)

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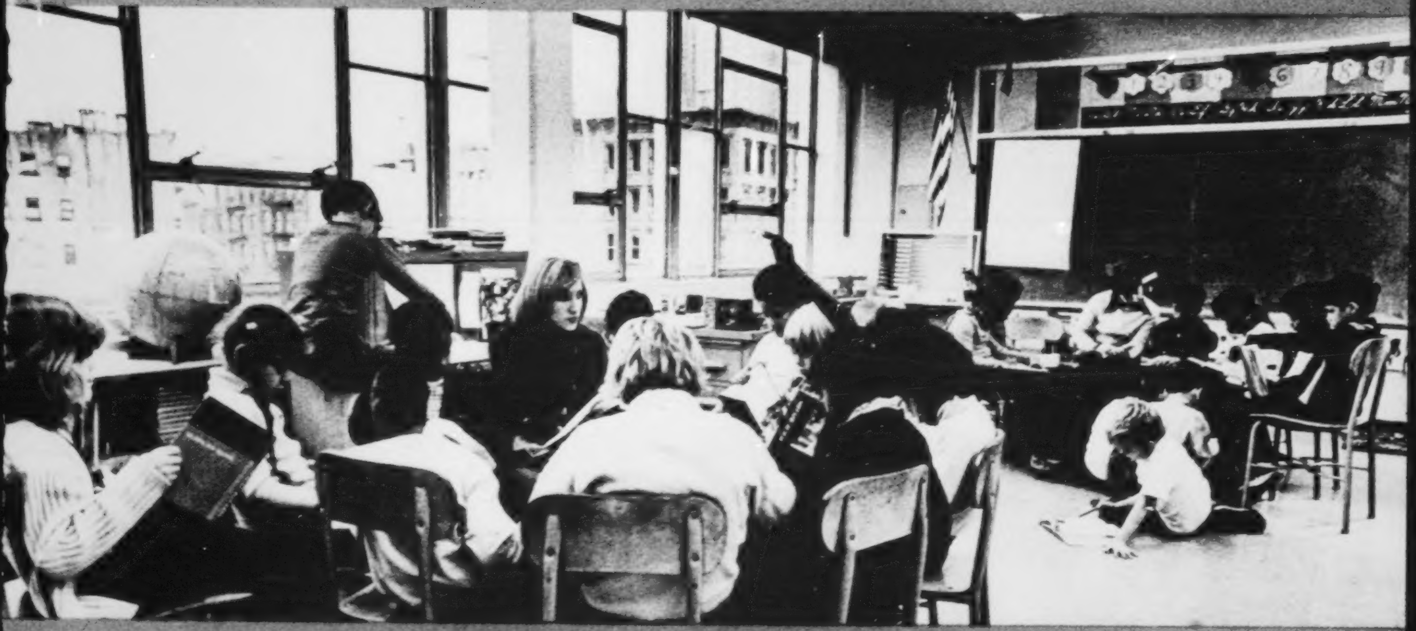
Improving Classroom Social Climate

TEACHER'S HANDBOOK



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IMPROVING CLASSROOM SOCIAL CLIMATE

TEACHER'S HANDBOOK

by

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Illustrations

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PROJECT S.E.L.F.

(SECURING EVERY LEARNER'S FUTURE)

E.S.E.A. Title IV-C

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PREFACE TO THE REVISED EDITION

This revision of Improving Classroom Social Climate has benefited from the suggestions of a large number of educators. Through the provision of an E.S.E.A. Title IV-C Dissemination Grant awarded to Project S.E.L.F. by the California State Department of Education in June, 1977, we have been able to conduct numerous Project S.E.L.F. workshops and inservice training sessions where hundreds of educators have been trained to implement this program in a wide variety of settings. Many of the changes and the reorganization of this handbook reflect the comments of these educators. Other changes reflect the suggestions of Sandra Eyler, Project S.E.L.F. Specialist. Mrs. Eyler has been instrumental in the dissemination of the project, and she continues to have considerable contact with educators involved in implementation of the program in new settings.

The modifications of this handbook have been primarily aimed at eliminating inconsistencies and providing additional information for users. We have changed the suggested schedule of activities, modified some of the lessons, and added several new lessons. We have also expanded the introduction to give a better theoretical background for the user, and we have expanded the discussions of classroom diagnosis to help the user better diagnose the social relations of his or her class through guided observations of student interactions.

Project S.E.L.F.
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March, 1979

PREFACE TO THE FIRST EDITION

This handbook is the final product of Project S.E.L.F. (Securing Every Learner's Future), an E.S.E.A. Title IV-C project (Number 1787) awarded to the Orcutt Union School District by the State of California Department of Education. It is designed to help teachers or guidance counselors develop a preventative guidance program for students in the fourth, fifth, and sixth grades. The program provided by this handbook is different from most guidance programs in that it focuses on the classroom group rather than on the individual student. It is designed to help the teacher or guidance counselor deal with the sociology of the classroom rather than the psychology of the individual student.

The goal of Project S.E.L.F. was to develop a self-teaching program for helping teachers and guidance counselors to improve classroom group processes. The entire Project S.E.L.F. program is contained in this book and the accompanying six sound filmstrips.

Project S.E.L.F. and this handbook have had the benefit of the contributions of a large number of individuals. The Project S.E.L.F. teachers listed below read most of the lessons which constitute the heart of our program, and they field-tested them in their classrooms. Their suggestions and criticisms are reflected in almost every lesson in this handbook, and they have helped us make the lessons more effective and interesting for students. The control group teachers listed below also contributed to the Project. They allowed us to disrupt their classes to administer surveys to their students at frequent intervals. These teachers played a crucial role in the evaluation of our program, and they also provided us with opportunities to field-test the diagnostic surveys contained in this book.

The consultants for Project S.E.L.F., Richard Schmuck, Stewart B. Shapiro, and Jules Zimmer also played a key role in the Project. Many of their ideas and suggestions have been incorporated into this handbook, and they provided most of the inservice training of the Project S.E.L.F. teachers. In particular, the theoretical perspective and the organization of this handbook have been largely based on Group Processes in the Classroom by Richard A. Schmuck and Patricia A. Schmuck (1975).

The State of California, Department of Education consultants assigned to Project S.E.L.F., Bruce Lowery and Jay Rollings, also played an important role in the development of this handbook by guiding us through the complexities required for successful administration of the Project.

Irene Davis, Project Secretary, was responsible for copy editing, proofreading and typing of this handbook. She has helped us make this a much more readable book than it would have been without her help, and she played an important role in the day-to-day functioning of the Project.

The Project S.E.L.F. teachers are as follows:

Experimental Group

Ralph Dunlap School
Andre La Couture, Principal

Dolores Bewley
Sandra Eyler
Joann Ganoe
Virginia Lewis
Ann Price
Brenda Wright

Joe Nightingale School
Luella Snyder, Principal
Ralph Tilton, Principal

Frances Cahill
Janet Freckleton
Dale Hyatt
Marvin Stilliens
Sonja Wisenbaker

St. Louis de Montfort School
Sister Ellen Mary Conefrey, Principal

Mary Flagg
Mary Ann Fumia

Control Group

Pine Grove School
George Harris, Principal

Don Black
Jack Freear
Lee Lukenbill
John McLaughlin
Margaret Rhodes
Jeanne Sorensen
Bonnie Stephens
Earl Williams

Alice Shaw School
John L. Meyer, Principal

Gay Campbell
Clarine Furrow
Dehra Pruess
Dorothy Wittenauer

Project S.E.L.F.
Orcutt, California
June, 1977

Edward F. Vacha
William A. McDonald
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Harold E. Black

CONTENTS

SUGGESTED WEEKLY SCHEDULE 1

INTRODUCTION 2

SOME SPECIAL APPLICATIONS 8

ATTRACTION 9
- Teacher's Guide 9
- Diagnostic Survey 21
- Core Lessons 31
- Supplemental Lessons 50

COMMUNICATION 63
- Teacher's Guide 63
- Diagnostic Survey 71
- Core Lessons 77
- Supplemental Lessons 107

LEADERSHIP 116
- Teacher's Guide 116
- Diagnostic Survey 124
- Core Lessons 129
- Supplemental Lessons 161

NORMS 171
- Teacher's Guide 171
- Diagnostic Survey 177
- Core Lessons 183
- Supplemental Lessons 196

EXPECTATIONS 205
- Teacher's Guide 205
- Diagnostic Survey 209
- Core Lessons 211

COHESION 220
- Teacher's Guide 220
- Diagnostic Survey 225
- Core Lessons 230
- Supplemental Lessons 239

INTRODUCTION OF TASK AND PEOPLE JOBS 247

CARDS FOR TASK AND PEOPLE JOBS 258

ROLE PLAYING CARDS FOR TASK AND PEOPLE JOBS 266

SUGGESTED WEEKLY SCHEDULE

WEEK	LESSON		INTRODUCE ONGOING LESSON		FILMSTRIP	DIAGNOSTIC TEST
1	A-1	Many Sides to Me			Classroom Friendship	
2	Comm-1	The Mouth			Classroom Communication	
3	Comm-2	Number One Bad Guy	Coh-1	Don't Let Time Pass You By		
4	Comm-3/4	Tell It Like It Is / Back to Back				Attraction
5	Comm-5	One-Way Communication Gone Wrong				Communication
6	A-2	Sherlock Holmes	A-3	Mystery Person		
7	E-1	I Think... My Teacher Thinks...			Individual Expectations	Expectations
8	E-2	I Am?... 'Cause They Think I Am?				
9	E-3	Predicting				Leadership
10	Comm-6	One-Way Telephone				
11	E-4	Survival Kit				Norms
12	A-4	Who Am I?				
13	A-5	Auto Know Me				Cohesion
14	L-1	Introduction to Leadership			Classroom Leadership	
15	L-2	Play Your Cards				
16	L-3	Chart A Leader				
17	Coh-2	Brainstorming	L-4	Classroom Soapbox		
18	A-6	Friends Team Up				
19	N-1	Does It Bug You?				
20	N-2	Don't Push Our Button			Classroom Norms	
21	N-3	Don't Tear Me Apart				
22	Comm-7/8	Airport / Motocross				
23	L-5	Where Do You Stand?				
24	A-7	Finding Similarities				
25	L-6	Play A Role				
26	N-4	Things That Make A Friend				
27	N-5	What Would You Do?				
28	Coh-3	Word Picture			Classroom Cohesion	
29	Coh-4	Putting It Together				
30	Coh-5	Don't Tell Anyone But....				
31	A-8	Self Awareness Through Art				
32	L-7	Rescue				
33	Comm-9	Feeling Poster				
34	Comm-10	Charades				
35	A-9	Compliment Time				
36	Coh-6	Candyland				

INTRODUCTION

This book is for use by teachers or guidance counselors to improve the social climate of fourth, fifth, and sixth grade classes. It consists of a year-long program of weekly one-hour lessons and day-to-day classroom management techniques to provide students with a preventative guidance program for improving classroom group processes. The classroom teacher may implement this program in his or her class without outside help, or a guidance counselor may implement this program with the aid of classroom teachers. If a guidance counselor chooses to accept primary responsibility for implementing this program, he or she should be able to service up to fifteen classrooms.

Our goal has not been to develop a comprehensive theoretical discussion of classroom social climate. Rather, we have attempted to provide the teacher or guidance counselor with a practical handbook of field-tested strategies for actually changing the group processes which determine the social climate of the classroom. The basic theory upon which this book is based is available in other volumes. In particular, the theoretical perspective and the organization of this book have been largely based on Group Processes in the Classroom by Richard A. Schmuck and Patricia A. Schmuck (1975). As our discussion of the theory upon which this book is based is limited to a bare minimum necessary for teachers or guidance counselors to implement this program, we recommend that educators wishing to use this book also acquire a copy of Group Processes in the Classroom.

The goal of this book is to help teachers create a positive social climate in their classrooms. Schmuck and Schmuck (1975) have defined a positive classroom social climate as:

> "... one in which the students expect one another to do their intellectual best and to support one another; where students share high amounts of potential influence--both with one another and with the teacher; in which high levels of attraction exist for the group as a whole and between classmates; where norms are supportive for getting academic work done, as well as for maximizing individual differences; wherein communication is open and featured by dialogue; and where the processes of working and developing together as a group are considered relevant in themselves for study."

Following the lead of Schmuck and Schmuck, we have further defined the classroom social climate as the product of six group processes:

1. Attraction
2. Leadership
3. Communication
4. Student norms of conduct
5. Individual expectations
6. Group cohesion

These six group processes areas combine to create the social climate of the classroom.

Classrooms with poor social climates are quite different from the ideal described by Schmuck and Schmuck. The behavior of students in classrooms with poor social climate often undercuts educational goals. Students become passive, uncooperative, and their behavior in some ways resembles that of people in work groups or military groups characterized by low morale. That is, students in classrooms with poor social climates often appear to go through what Shibutani (1978) has termed a "process of demoralization." Students in classrooms with poor social climates consider the goals and activities promoted by the teacher as trivial, meaningless and, possibly, contrary to their best interests.

Classroom groups which are demoralized have certain common characteristics. Members of such classes often view the teacher and other educators as outsiders who exercise arbitrary authority. These students often become disciplinary problems both within the classroom and on the playground, and the more daring members may actively express their hostility through refusals to obey rules and orders, petty vandalism, a passive noncooperative approach to lessons and assignments, and a resultant decline in academic achievement. A decline in classroom social climate may also lead to increased bickering as the students break into factions, and, in extreme cases, the students may develop new norms which promote active opposition to teachers.

These breakdowns in classroom social organization often lead to a "vicious circle" that further promotes the decline of classroom social climate. The outbursts, fighting, lethargy of students, and opposition to class and school rules of conduct often lead to the imposition of still more rules by teachers; and infractions are more often and more severely punished. As new rules and regulations are imposed and punishment becomes harsher and more frequent, students may begin to form a more united front in opposing teachers. Aggressive and disruptive students who were previously outcasts or were on the periphery of student social life may find themselves serving as leaders and role models for the class because they are apt to be more daring and open in their opposition to the teacher. At the same time, "good students" who cooperate with the teacher and appear to pursue seriously educational goals may lose their previously high status and be subject to harassment by their classmates if they continue to cooperate.

Furthermore, if classroom social climate becomes sufficiently negative, students will begin to view their classroom group negatively and, since they are members of that group, they may eventually develop a low level of self-esteem. As Shibutani (1978) has suggested, active pursuit of organizational goals and the prevention of demoralization occur when members of the group agree that the day-to-day activities of the group are meaningful and in their own best interests. It is our belief that students must feel that they are attractive members of the group, that their group can work together to accomplish necessary tasks, and that they are able to exercise some measure of influence over their life in the classroom if they are to view the class as an organization which promotes their best interests. We believe that these attitudes can best be promoted if the classroom social climate is characterized by efficient and open communication, friendships among students, democratic leadership structure in informal student groups, shared expectations for student conduct and performance, norms supporting cooperation and the pursuit of academic goals, and by high levels of group cohesion.

This handbook is designed to help the teacher improve social climate and prevent the process of demoralization from occurring through activities designed to improve all six aspects of classroom group processes outlined above.

The Educational Significance of Classroom Social Climate

The social climate of the classroom is an important determinant of student success. The six group processes which combine to determine the social climate of the classroom each have an independent effect on student learning because they create the working conditions of the class. Each area influences the degree to which students feel free to communicate their needs and ask questions, the amount of interpersonal conflict the students must deal with, and the degree to which they feel secure and comfortable in their class. Furthermore, there is mounting evidence (cf. Schmuck and Schmuck, 1975) that each of these six group processes has a direct effect on student performance and achievement. The introductions to the six sections of this book (each of which deals with a different group processes area) provide some examples of the ways in which student performance can be helped or hindered by these group processes.

The social climate of the classroom also has an indirect effect on student performance because it is an important determinant of students' self concept and self esteem. There is considerable evidence that students' self concept and self esteem influence their academic performance. For a good summary of this research see Self Concept and School Achievement by William W. Purkey (1970).

The self concept is a product of group interaction. We perceive ourselves largely on the basis of our interpretations of the meanings of the way others respond to us. If others act as if we were a certain kind of person, and those others are important to us, we are apt to decide that we are in fact that kind of person. For example, if a student's classmates act as if they think that student is an attractive person by asking to sit near him, or by asking him to join their work and play groups, that student may come to view himself as an attractive person. Similarly, if a student's classmates act as if he is not very attractive by avoiding him or trying to exclude him from their activities, the student may view himself as being unattractive. In short, there is considerable evidence that the self concepts of students can be improved by improving the way in which students interact with each other in the classroom, and the way students interact is largely determined by the social climate of the classroom. (Again, see Schmuck and Schmuck /1975/ for a more comprehensive discussion of the relationship between classroom social climate and students' self concepts and self esteem.)

The Organization of This Book

This book is divided into six sections, one for each of the six group processes areas listed above. Each of these sections is further divided into four subsections. Each section begins with an introduction which explains the theories around which the lessons for that area are designed, the goals of the lessons for that area, and a discussion of classroom management techniques necessary to support and reinforce the lessons.

The introduction is followed by a diagnostic section which includes a sample survey and instructions for administering it and analyzing the results obtained from it. The diagnostic survey has two functions. It allows the teacher or guidance counselor to decide whether or not the classroom has a need for supplementary lessons to be conducted in addition to the regularly scheduled

Project S.E.L.F. lessons, and it may also be used to measure any changes in classroom social climate produced by the Project S.E.L.F. program. These diagnostic tests are designed to measure the social relations or social climate of the classroom as a whole. They should not be used to diagnose individuals, and individuals' scores on these surveys should not be reported in their dossiers or cumulative records maintained by the school.

The heart of our program--weekly one-hour lessons--is contained in the third and fourth subsections. These subsections consist of a sequenced series of lesson plans designed to improve the group processes of the classroom in one of the six areas that determine classroom social climate. Each lesson includes a description of the goals of the lesson; an abstract; a list of materials needed; detailed step-by-step instructions for conducting the lesson; and a list of "debriefing questions" for conducting a class discussion after the lesson. The "debriefing" discussion is an integral part of most lessons; in fact, the debriefing discussion is often the most important part of the lessons.

The lessons are divided into two groups. The first consists of "core" lessons. The core lessons are for use in all classes participating in the program. Once a week, a core lesson from one of the six group processes areas should be conducted, since the core lessons serve to provide the minimum number of lessons necessary to improve the social climate of the "typical" class. The supplementary lessons are designed to be used in addition to the core lessons if the diagnostic testing indicates that the class has particularly severe problems in the group processes area in question.

The six Project S.E.L.F. filmstrips are designed to help the students understand the goals of each of the six sections, and they reflect our commitment to actively and openly involve the students in the pursuit of the goals of the program. These filmstrips introduce the students to the concepts utilized for the study of each of the six group processes areas, and they present the goals of the project in a way that is understandable and meaningful to elementary school students. We recommend that the appropriate filmstrip be shown to the class prior to the introduction of the first lesson for a particular group processes area. The appropriate times for the introduction of the filmstrips are indicated on the schedule at the front of this book. We believe that this program is most beneficial when the students understand its goals and participate in achieving these goals with the teacher or counselor. These filmstrips should be useful for both helping students understand the program and encouraging them to take some of the responsibility for achieving its goals.

HOW TO USE THIS BOOK

Advanced Preparation for Conducting the Lessons

As previously indicated, the introductions to each section provide a bare minimum of theoretical background and directions necessary for implementing the Project S.E.L.F. program. Each introduction to the group processes area must be read before the lessons for the area in question are conducted and before the diagnostic survey for that area is administered. Furthermore, the teacher or guidance counselor should review each lesson before conducting it, paying particular attention to the list of materials needed for the lesson and the debriefing questions to be used to conduct a classroom discussion after the lesson.

Scheduling the Project S.E.L.F. Lessons, Filmstrips, and Diagnostic Testing

The schedule of lessons at the front of the book should be followed as closely as possible. The sequencing of many of these lessons is crucial because they are designed to introduce rather complex concepts and ideas to the students by presenting them in small increments. The diagnostic surveys should also be administered according to the schedule. These surveys will not provide reliable data unless the class has had sufficient time to develop stable social relations. The diagnostic surveys provide the information necessary for deciding whether or not the supplementary lessons are needed. The filmstrips should also be introduced according to the schedule because they provide students with the vocabulary, concepts and knowledge of the goals of the lessons that they will need to benefit from them. The introduction to each section also includes suggestions for sequencing and scheduling the lessons, diagnostic surveys, and the filmstrips.

This program has, however, been designed to allow the teacher or guidance counselor to adapt it to meet special needs. Each of the six sections can stand on its own, and all of the sections need not be implemented. For example, if the program is introduced mid-year, the teacher may wish to use only the sections on attraction, communication, and, if time permits, leadership. These three areas would be the logical choice in such a situation because the activities in the other three areas may require skills taught by the attraction, communication, and leadership lessons.

Most importantly, the sequencing of the lessons within a particular section should be preserved. While each section or group of lessons can stand on its own, the lessons within a given section are sequentially organized. Many of the lessons that appear last in a section were designed on the assumption that prior lessons would first be implemented.

Finally, the teacher or guidance counselor should be sure to allow enough time for the class to participate in a discussion after the lesson is completed. The questions at the end of the lesson are designed to help the teacher or guidance counselor lead a discussion with the goals of summarizing what has been learned from the lesson and motivating students to practice the skills they learn from the lessons throughout the school day. This discussion is an integral part of the lesson, and it should not be omitted. One of the most effective ways to schedule the lesson and the debriefing discussion is to conduct the lesson just before a recess and to lead the discussion after the recess is over. Providing a break between the lesson and the debriefing session is particularly effective because it gives the students time to think about the lesson, and it often leads to more spirited and lively discussions.

Participant Observation for Continuous Monitoring of Classroom Social Climate

The diagnostic surveys are designed to give the user measures of each of the six group processes in the classroom. These surveys should initially be administered according to the schedule at the front of the book. If some of the classroom group processes seem to need extra attention (the discussion of the use of the diagnostic surveys includes instructions for evaluating classroom group processes on the basis of the data obtained), the supplementary lessons should be used in addition to the core lessons. The surveys can be administered again after the program has been underway for some time to measure the impact of the program.

Unfortunately, while the diagnostic measures are relatively simple to administer and analyze, they can be used only a few times during the year because they do require the use of class time for their administration. Classroom social climate is a dynamic condition that can change from week to week in response to a wide variety of events. Because the diagnostic surveys cannot be frequently administered, they cannot be used to measure these short-term fluctuations in classroom social climate. Accordingly, we suggest that the teacher also take time to observe his or her students, both in the classroom and on the playground. Careful observation may help the teacher discover threats to classroom social climate in their earliest stages and allow the teacher to introduce a few supplementary lessons to prevent deterioration of the social climate.

One particularly effective technique is to devote time to observing the social interaction of students during recess or other times when they are relatively free from direct supervision. Much of the social life of children occurs on the playground; and problems, conflicts, and other disrupting or disturbing events on the playground may influence the social behavior of students in the classroom. For example, disputes during games may influence classroom attraction patterns because they can create considerable hostility. Similarly, the power, prestige and influence of individual students are often functions of their behavior on the playground. Students who have special skills that allow them to dominate games and play activities are often accorded high status and prestige in the classroom, also. Furthermore, it is during recess that students have the greatest freedom in choosing their associates, establishing norms and standards of conduct, and communicating their feelings. In short, recess and other free-time activities can provide very rich data concerning the nature of the social climate of the class.

Five of the discussions of diagnoses of group processes in the handbook include some questions you may wish to ask yourself when observing students on the playground and some guidelines for observing these group processes in action. If observations are conducted at fairly frequent intervals, the teacher will be able to note even small shifts in classroom social climate and may discover potential threats to classroom social climate before they have any lasting impact. Should any problems be discovered, the teacher may wish to deal with them by conducting a supplementary lesson that will deal with the problem.

However, this observation cannot be conducted while doing yard duty on the playground because the yard-duty teacher must observe all of the students present. Effective observation hinges on close observation of the classroom group. This "participant observation" will expose the observer to the fascinating social world of unsupervised children that is normally hidden from adults. The observer may discover that students have a separate culture with its own values, norms, and language, and that much of their behavior in the classroom is the product of this hidden social world. Of course, the teacher can never become one of the students and, therefore, will not see every facet of students' social life on the playground because the teacher cannot completely give up responsibility for the well-being of the students. However, by occasionally spending time on the playground as unobtrusively as possible, the teacher will gain valuable insights into the social life of students.

SOME SPECIAL APPLICATIONS

Although this program was originally developed and evaluated for use in "regular" classrooms in "typical" situations, a number of educators have found it to be particularly useful for some "atypical" situations. In particular, this program may be especially useful in classrooms in which special education students are "mainstreamed" into the class and in classrooms involved in desegregation programs. If desegregation programs and mainstreaming programs are to achieve their goals, the new groups of students in the classroom must become fully participating members of the classroom group. If new students are left out of the social life of the majority students, they will be forced to form their own cliques and may find themselves competing with the other groups. Such isolation, formation of cliques and competition may lead to conflict, the perpetuation of inaccurate stereotypes and dissatisfaction of all the students with the class.

When new, previously excluded groups of students become part of classroom groups, the social climate of the classroom becomes a crucial determinant of the success of these practices. If these students can participate fully in the social life of the class, both they and their classmates will probably benefit from these practices. On the other hand, if special education students or minority student groups in the classroom fail to make friends with members of the majority group or become part of the classroom leadership and norm-developing system, the cohesion of the classroom will be low and inaccurate stereotypes will be perpetuated. If these failures do occur, the class may be characterized by considerable tension, conflict, and demoralization. In such a situation, each group may develop its own norms which will serve to perpetuate cleavages between these groups, and the resultant decline in the social climate may have a negative influence on the academic achievement of all of the students in the class.

The program described in this book should help to make integration of racial groups and the mainstreaming of special education students more successful because it is designed to weld individual students into a single cohesive and supportive group in which individual differences are valued and encouraged while similarities and common interests and concerns are discovered. While this program is no "cure-all" for solving problems posed by integration of classrooms and mainstreaming, it should provide support for these programs because it deals directly with the problem of providing all students in the class with a chance to develop positive social relations with their classmates which will enhance their chances of achieving success.

ATTRACTION:

Teacher Guide

CLASSROOM ATTRACTION

by Edward F. Vacha

Every classroom has its own unique friendship structure. The friendship structure of a classroom constitutes a half-hidden pattern of friendship and hostility among individual students which influences both the quality of classroom life and students' academic performance.

Most teachers of elementary school children have experienced the frustration of having their educational programs disrupted by classroom friendship problems. These problems take many forms; some typical examples we have encountered include the following:

> After recess a teacher is approached by a student in tears. The student complains that "Nobody will play with me" or "Nobody likes me". The teacher then spends considerable class time trying to soothe the student.
>
> A teacher forms small groups of students to work on a class project. Work on the project is brought to an abrupt halt when a student is forcibly ejected from his group by the other students in the group. By the time the teacher resolves the problem and convinces the students to work with the rejected member, it is time to go on to another subject.
>
> A child is continually subjected to harassment by his classmates for no apparent reason. Students refuse to work with this child, and when asked why they "pick on" the child in question, they tell the teacher the student is a "nerd", is "queer", is "weird", or that he has "cooties". This child has few friends because students who befriend him are also harassed, and other students complain when they are asked to sit near him.

These and other attraction problems typically encountered in elementary classrooms are often highly disruptive, and they often lead to disputes among students or groups of students which take up valuable class time. These half-hidden patterns of friendship and hostility among students also can have a more direct influence on students' academic performance in addition to the above-mentioned disruption of classroom educational programs.

Richard Schmuck (1966) has discovered a direct relationship between the friendship patterns of a classroom and the academic performance of students. Students in classrooms in which many students are disliked by others and only a few are well liked are characterized by low group cohesion. Those who are not well liked have rather negative attitudes about school and they tend not to utilize their academic potential to its fullest. On the other hand, students in classes in which most students have at least a few friends and in which few students are clearly less well liked than others have more positive attitudes about school, and they tend to utilize their academic abilities to their fullest.

This study and other studies (e.g., Lewis and St. John, 1974) indicate that the group cohesion of classroom groups and the academic performance of students are heavily influenced by the patterns of friendships among students. Apparently, students who do not feel that they are attractive to their classmates are unable to utilize their potential to its fullest.

Our own experience with Project S.E.L.F. classes is in line with these findings. Furthermore, it appears that it is the child's belief that he is liked by his classmates that is crucial, and it does not require a major change in classroom friendship patterns for a child to develop the belief that he is an attractive person. We have found that, once a child develops two or three (and sometimes only one) friendships with his classmates, he is likely to assume that he is an attractive member of his classroom group.

Attraction problems are not easy to solve because they often stem from events that occur outside the classroom or from the past. It often seems that students bring their friendship problems with them into the classroom, and these problems periodically intensify and threaten to disrupt the class. It is because attraction problems can be potentially disruptive that we encourage teachers to try to deal with them before they undermine the teacher's academic program.

Typical Classroom Friendship Problems

As a first step in dealing with friendship problems, we attempt to identify the kind of unfriendly relationship that is creating the problem. We have identified three kinds of friendship problems which seem to be very common in most classrooms. Each of these problems requires somewhat different solutions.

The Isolate

Many classes have one or more isolates. These are children who are neglected by other students. They are neither liked nor disliked. Isolates are often quite unhappy and dissatisfied with school because they feel left out. These are the children who spend their recesses alone and who are usually left out when the students are allowed to form their own seating groups, play groups, or work groups. These children are often quite shy and they seem to be always on the fringes of groups of students.

Now not all isolates are lonely; some isolates are quite content because they have friends in other classes or because they just like to be alone. But many isolates are very lonely; they complain to teachers that they "have no friends, that "no one will play with me", or that "nobody likes me".

The problems of isolates can be very disturbing to the classroom teacher. These students are obviously unhappy and they worry about their lack of friends. In fact, their unhappiness and anxiety about their lack of friends often make it difficult for them to perform well in the class. These students often end up spending most of their free time with the teacher and/or pursuing some individual activity, and they often seem to "disappear into the woodwork" when the teacher tries to involve the whole class in a discussion or group project. Of course, the more time the isolate spends avoiding other students, the less likely he or she is to make friends.

The Disliked Student

Another common attraction problem teachers are continually confronted with is the existence of students who are disliked by other students in the class. These children differ from isolates in that they are actively disliked rather than being left out or ignored.

When teachers attempt to form ability groups for instruction, the presence of disliked students can pose some vexing problems. Ability groups with disliked students are often very unstable because disputes, arguments, and the resultant complaining of the students can bring instruction to a halt. When attraction problems stemming from the presence of disliked students occur, they can take up a lot of valuable teacher time because they are so disruptive.

The Classroom Scapegoat

One of the most difficult attraction problems encountered by teachers is the existence of one or more scapegoats in the class. Most classes seem to have at least one scapegoat. Scapegoats are disliked students who are the targets of aggression, ridicule, and verbal abuse from most of the other students. Often children who sit next to scapegoats or who are friendly with them are also harassed.

When scapegoats are present in the class, grouping children for small group instruction can become a nightmare for the teacher. Students refuse to sit next to or touch the scapegoat and the anguish of scapegoats is difficult for the teacher to deal with because the other students continually undermine the teacher's attempts to help them.

Diagnosing Classroom Friendship Structure

Please refer to the section "Diagnostic Survey" for examples of sociometric surveys you may use to diagnose the friendship structure of your classroom and instructions for administering and scoring them.

In addition to the Project S.E.L.F. lessons, we have provided a number of classroom management techniques for increasing the friendships of isolates, disliked students, and scapegoats. These techniques and the Project S.E.L.F. lessons require the diagnosis of classroom friendship patterns if they are to be used in the most effective manner.

SOLVING CLASSROOM ATTRACTION PROBLEMS

All of our approaches to solving the problems of students with friendship problems rest on two very simple propositions from social psychology. The first is that the more frequent the interaction between two individuals, the greater the probability that they will become friends. Frequent interaction is not a sufficient cause of friendship; sometimes enemies are forced by circumstances to interact with each other and come to dislike each other more. However, frequent interaction is a necessary prerequisite to the formation of friendships.

The other proposition is that individuals are attracted to one another when they expect an association to be in some way rewarding. All of us are exposed to a multitude of potential friends, but we cannot interact with everyone. Therefore, we usually initiate interactions with those others we expect to be able to provide us with rewarding experiences. If frequent interaction is a necessary prerequisite of the development of friendships, then we are most likely to become friends with those we believe will be able to reward us in some way, because it is these potentially rewarding individuals that we are most likely to engage in interaction.

Of course, these two propositions do not account for all of the factors which cause people to like each other, but they are sufficiently important to be major factors in the formation of most friendships. Accordingly, our techniques for helping children with friendship problems revolve around increasing students' opportunities to interact with their classmates and discovering and communicating the attractive attributes of each student in the class. For a much more comprehensive discussion of the sociology and social psychology of classroom attraction, see the discussion of classroom attraction in Schmuck and Schmuck (1975:89-110).

Project S.E.L.F. Lessons

As is the case for the lessons for the other five group processes areas, we have divided the attraction lessons into "core" and supplementary lessons. If your classroom's friendship structure approaches the theoretically "ideal" or "typical range", the core lessons may be adequate to help you maintain friendly relations among the students in your class. However, if you wish to improve further the classroom's attraction structure, or if your diagnostic testing indicates that your students have attraction problems, you may wish to use the supplementary lessons and the classroom management techniques discussed below.

The "Core" Lessons

The core attraction lessons should be implemented throughout the school year. These lessons provide the students with opportunities to interact with students they do not know well and they help students discover the attractive attributes of their classmates. The core lessons will produce positive changes in the classroom attraction structure and they will help maintain prior existing friendship patterns in classrooms which already have good friendship structures.

Scheduling the Core Attraction Lessons

Unlike many of the other Project S.E.L.F. lessons, the attraction lessons are not designed to teach students complex concepts or specific skills. As a result, they do not need to be conducted en bloc during a six-week period. Rather, they should be used at intervals throughout the year. We have found that students' friendships never really stabilize. The attraction structure of most classrooms is constantly shifting as students discover new friends and as disputes among students weaken previously established friendships. Consequently, attraction lessons should be conducted at least once every six weeks to prevent the deterioration of even the best classroom attraction structures. If the classroom attraction structure is less than the theoretical ideal of each student having at least a few friends and no more than a few enemies, additional supplementary attraction lessons may be necessary.

The Supplementary Lessons

The supplementary lessons should be used in classrooms with attraction problems. You should schedule an additional hour each week for conducting supplementary attraction lessons in addition to the one-hour per week normally devoted to Project S.E.L.F activities if your class has attraction problems. The discussion of diagnostic techniques describes the "ideal" sociometric scores for classrooms with good attraction structures. If your diagnostic testing indicates that your class does not meet this ideal, you may wish to include the supplementary lessons as a regular part of your weekly curriculum or, if your diagnostic testing for the other group processes areas indicates that your classroom needs little help in one of the other areas, you may wish to replace some of the core lessons in that area with supplementary attraction lessons.

Again, as in the case of the core attraction lessons, the supplementary lessons should be introduced at regular intervals throughout the year. The number of supplementary lessons you use would be dependent on the amount of additional time above the regularly scheduled one hour per week you have available.

Classroom Management Techniques

Conducting weekly one-hour Project S.E.L.F. attraction lessons is only part of our program for improving classroom friendships. Before a class can make much progress in improving its friendship structure, students must be encouraged to develop friendly relationships with each other on a day-to-day basis. All of the students and the teacher must work together to create a positive social climate, but such concerted effort cannot be sustained unless the students feel that they are part of the group. The weekly one-hour S.E.L.F. lessons help motivate the students to develop new friendships, and they increase their opportunities to interact with others during that hour. But these lessons will not achieve their full potential for improving classroom friendships unless the day-to-day organization of the classroom reinforces the experiences gained from the Project S.E.L.F. lessons. Accordingly, we have developed strategies for teachers to use on an informal basis to solve friendship problems already existing in the group. These strategies dovetail with the formal program and they reinforce the impact of the one-hour attraction lessons.

Sociometric Grouping

One powerful technique which helps isolates, disliked students, and scapegoats is an old technique known as sociometric grouping. Sociometric grouping, like the sociometric survey, has been used for many years and there is considerable research evidence of its success in improving the attraction status of group members (Gronlund, 1959:16).

This technique involves forming groups specifically for the purpose of meeting the needs of target students who have been identified as having friendship problems. Classroom groups are formed around children whose sociometric test results indicate friendship problems. Each child with a friendship problem is placed in a separate group, and the membership of each group is selected in such a manner as to maximize the target student's chances of making friends.

Starting with the students who received no positive choices, these children are placed with one, and preferably two, of their positive choices. Next, without changing the assignments already made, children who received only one positive choice are placed in groups with their mutual positive choice (if one exists) and as many of their positive choices as possible. This process is then repeated for children who received only two positive choices, then for children who received three positive choices, and so on until all children have been placed in groups. The net result is that those children who have the greatest need to make new friends are given the greatest chance to do so.

Once the groups are formed, the teacher can use them for seating groups, group projects, teams, and the like. Our teachers try to use these sociometric groups for at least one hour or two each day, but the students may be grouped according to achievement levels or other criteria throughout the day so long as they spend at least an hour or more in the sociometric group each day.

It's worth noting that the formation of groups according to the needs of students with friendship problems is the opposite of the way children often spontaneously group themselves. Often, the most popular students choose the students they wish to have in their groups, and the least popular students must compete to get into groups with children they like. Sociometric grouping reverses this process. The fewer friends a child has, the greater priority he receives, and the groups are tailor-made for the students who have the greatest need for making new friendships.

Sequential grouping guide

A. Decide on the size of the groups you wish to form. As a rule of thumb, it is best to form groups of at least five to make sure that each child has at least one positive choice or mutual choice in his group and at least two or more people he neither rejected nor chose on the sociogram. Five to seven seems to be the ideal size for discussion groups; larger groups often break down into subgroups, and shy children are apt to avoid participation or be ignored in larger groups.

B. Separate all students who make negative mutual choices.

C. Try to avoid placing children together if one rejects the other. The goal is to form your groups so that no child is in a group with a child he rejects.

D. Start with the students receiving no positive choices and place them with at least one and preferably two of their choices.

1. Try to avoid placing two students receiving no positive choices in the same group.

2. Never place more than two students receiving no positive choices in the same group.

E. Next, consider children receiving only one positive choice.

1. Place them with a mutual choice if possible.

2. Place them with as many of their positive choices as possible.

F. Repeat the above process with those receiving only two positive choices, but be careful not to break up the groups already started unless you can meet all of the above criteria.

G. Repeat the above process with those receiving three positive choices, then with those receiving four choices, and so on.

1. Do not place "stars" (students with more than five positive choices) with more than one of their mutual choices.
2. Try to place the "stars" with no more than two of their positive choices.

Additional considerations

A. If social cleavages exist (such as no or few positive choices between boys and girls, athletes and non-athletes, racial groups, good students and poor students, and the like), try to arrange groups so these cleavages are diminished.

1. Make sure each group contains members from each social group in question.
2. But, make sure that each group that is "integrated" has at least two, but never a majority of, members from any one group.
3. For example, if there are few positive choices between boys and girls, make sure each group has at least two boys and two girls, and be sure that neither boys nor girls are outnumbered by a large number of the opposite sex. (If you "integrate" a group with only one member of one of the social groups or if one social group is grossly outnumbered, the "minority" members of that group are apt to become isolates or scapegoats.

B. If you find one or more closely knit cliques (a group of children who make a large number of positive choices among themselves and/or many mutual positive choices among themselves, and few positive choices outside the group) and that clique is undesirable (e.g., they are in conflict with non-members or have adopted norms which interfere with the education process), treat them in the manner described for social cleavages (above). Do not try to "break up" cliques arbitrarily. Rather, try to open them up by placing two or three members in new groups for part of the day. If you send one member of a clique to a group, that individual is likely to become unnecessarily upset.

Publicizing the Attractive Attributes of Children With Friendship Problems

Another technique which works equally well with isolates, disliked students, and scapegoats is the public recognition of attributes of children with friendship problems which make them desirable companions.

Project S.E.L.F. teachers are continually looking for things that unpopular children can do which will reward the rest of the class. For example, one of our teachers discovered that a class scapegoat was very adept at macrame, and she noticed that many of the students in the class were interested in learning how to macrame. The teacher immediately changed her art program to include macrame, and she asked the scapegoat to instruct the class in macrame techniques. In another class, the teacher noticed that one of the isolates in the class was a very good bicycle rider. Since he spent most of his time alone, he spent hours riding his bike and practicing various stunts. This teacher organized a bide rodeo as part of the P.E. program. In the first case, the class scapegoat was made highly attractive to students who wished to learn macrame techniques, and in the second case, the isolate had a chance to become something of a hero to his classmates.

This technique, when combined with sociometric grouping can be quite powerful, and the possibilities for its use are limited only by the imagination of the teacher and the teacher's powers of observation.

Increasing Isolates' Opportunities to Interact With Others

While the isolate has few or no friends, he also has no enemies. As a result, the class has no strong resistance to interacting with isolates. The isolates' problems usually stem from two factors. The first is the "social inertia" of student friendship groups. That is, students rarely attempt to initiate new friendships if they already have a few friends. Rather, they attempt to maintain as much contact as possible with their existing friends, while ignoring students they do not know well. The second factor which often underlies the problems of isolates is the reluctance of isolates to attempt to initiate interaction with other students. Often isolates' shyness and/or fear of rejection from other students causes them to avoid prolonged interaction with other students. The reluctance of isolates to seek out other students and the "social inertia" of other students tend to limit isolates' opportunities to make contact with potential friends. This resistance to seeking out new contacts can be intensified by ability grouping if, by chance, an isolate is placed in ability groups with students with whom he has little in common.

To counteract this rigidity of classroom friendship patterns, we attempt continually to group and re-group students in as many different ways as possible whenever ability grouping is not necessary. Rather than let the students form their own groups for class projects and activities and thereby perpetuate existing friendship patterns, we form groups randomly at every available opportunity. To accomplish this goal, each teacher keeps a container with slips of paper with students' names on them. Whenever we have an opportunity to form student work or play groups, we form them by randomly drawing students' names from the container. This process takes no more time than letting the students form their own groups, and it overcomes the inertia of both the class as a whole and the isolates.

We have found that the formal procedure of randomly drawing names is preferable to other methods for creating random groups. The students usually try to influence their teacher to place them with their friends, and it is very difficult for the teacher to avoid accidentally creating groups which maintain existing friendship patterns. The teacher can minimize student pressure to form friendship groups by making the process as mechanical as possible. Furthermore, this process helps lead to the development of student norms which support maximizing interaction with all students. Eventually many students expect random assignment to groups, and this expectation relieves all of the students in the class from the fear of being left out or of being the last one chosen for inclusion in student groups.

This simple procedure, when used in combination with sociometric grouping and publicizing students' attractive attributes, is often all that is necessary to solve the problems of isolates because it creates a fluid classroom social structure which maximizes the chances of isolates being "discovered" by their classmates.

Solving the Problems of Disliked Students and Classroom Scapegoats

Solving the problems of disliked students and classroom scapegoats is much more difficult than solving the problems of isolates because the active dislike of students must be overcome. Sociometric grouping, publicizing attractive attributes of students, and random creation of student groups are all helpful, but these strategies are often not powerful enough to overcome the dislike of the class for the students in question.

Sometimes a student is disliked or is a class scapegoat because his behavior antagonizes the others in the class. For example, a student may be disliked because he or she is aggressive, sarcastic or because he or she is a "tattletale". For these students more traditional techniques for changing individual behavior are often necessary. In particiular, behavior modification techniques, individual and small group counseling, and student contract systems are often useful for encouraging unpopular students to change their behavior toward their classmates.

However, techniques designed to change the target student must often be supplemented by strategies designed to change the rest of the class. Sometimes a student is disliked because of some attribute he or she cannot change, such as physical appearance, dress, and the like. And, even when the disliked student should be expected to change, changing his or her behavior may not completely solve the problem. Many of the disliked students and class scapegoats we have identified continue to be disliked even after they change their behavior toward other students. Apparently, once a student develops a bad reputation, other students avoid or exclude him even after he changes his behavior. Accordingly, we have used a number of techniques to help scapegoats and disliked students which focus on changing the classroom group.

Using Class "Stars" to Influence the Classroom Friendship Structure.

Another way to use class "stars" as models for changing student friendship patterns is to pair them with unpopular students. Class "stars" who do not dislike the disliked student can be paired with the disliked student, and they can be assigned to work on some continuing task or project which is enjoyable and requires cooperation. For example, a class "star" and a disliked student can be asked to design and put up a bulletin board display, collect materials for a class art project, or the like. If the disliked student is a scapegoat, it is best to allow the pair to work in isolation from the other students at first in order to prevent the "star" from being punished or ridiculed for associating with the unpopular student. Furthermore, the task should be something to which the disliked student can make a genuine contribution.

This approach uses the "star's" potential as a model in two ways. The disliked student has an opportunity to observe and model the behavior of a student who is successful at making and keeping friends, and the rest of the class has the opportunity to observe a child they respect and like initiate friendly contacts with the unpopular student.

Manipulating the Size of Student Groups

Unpopular students are particularly vulnerable to harassment when they are in large groups. A large group will usually contain a number of students who dislike the unpopular student. And, even students who do not dislike the unpopular student will join the group in harassing the disliked student because they will want to avoid being associated with him. In particular, students who are afraid of becoming unpopular are often among those students who harass the unpopular student the most. Their own anxieties about their positions in the classroom "pecking order" often result in their harassing the disliked student in the attempt to dissociate themselves publicly from unpopular students.

Large groups of children in the classroom can be broken up by arranging desks in "islands" of no more than four or five desks. These groups should be re-formed on a regular basis. This approach will expose disliked students to a large number of other students without forcing them to deal with large groups of potentially hostile classmates. Furthermore, it will allow other students to initiate friendly contacts with unpopular students without exposing themselves to the ridicule of the rest of the class. Keeping the groups small will make it difficult for student leaders to mobilize large groups to harass either disliked students or students who attempt to make friendly contact with disliked students.

When students who are unpopular make friends with at least one or two other students, the new friendship group should be kept together each time new groups are formed. In this way, unpopular students and their new friends will always be in the majority if the groups are kept small. As a result, the new friends of the unpopular student are protected from being punished for being friendly with unpopular students. By keeping the friendship groups of unpopular students stable while at the same time preventing other students from forming stable groups, children who actively dislike unpopular students will be unable to mobilize the other students to harass the student in question.

Elimination of Competition Between Groups of Students

Some children become scapegoats when the groups to which they belong compete with other groups for some reward (teacher approval, "points", group grades, and the like). Children whose behavior or lack of skills make them liabilities to their groups often become scapegoats because they decrease the chances of their group being rewarded. Rather than using competition among groups to motivate students, we recommend that subgroups be rewarded for improving their past performance by some realistic amount or eliminating group rewards entirely. When groups are rewarded for improving their performance rather than "beating the opposition", even the least proficient students can help the group by raising the level of their own performance. In general, we have found that group rewards are best eliminated entirely. When group rewards are used, the students' places in the classroom friendship structure are often determined by their contributions to the group, and it is often those students who are at the bottom of the "pecking order" who either cannot contribute to the group or are denied opportunities to do so.

Elimination of Group Punishments

We also encourage Project S.E.L.F. teachers to avoid punishing groups of children for the behavior of part of the group. Group punishments are sometimes used by teachers in an attempt to encourage the students to police themselves, but this approach often results in scapegoats being punished for behavior that popular students can engage in without fear of punishment from their peers. Group punishment leads to high levels of frustration and resentment, and the punished group often harasses some group member, but their choice of whom to punish is determined as much by the relative popularity of students as by their actual behavior. Popular students whose behavior results in the whole group being punished will receive little or no punishment from their peers, while unpopular students will often receive punishment from their peers whether or not they were the cause of the group punishment.

Conclusion

Teachers have been using for years many of the strategies I have described, but none of them, when taken alone, is a "cure-all". Furthermore none of these techniques produces instant success. However, when teachers attempt to implement as many of these strategies as possible, and when they use them throughout the school year, they are often able to produce lasting improvements in the friendship structure of their classrooms. The use of these techniques in an organized and systematic way often helps unpopular students make at least a few friends in the class, and, as I indicated before, once a student has two or three friends, both he and his classmates usually consider him to be reasonably attractive. And, when students view themselves as reasonably attractive, they are free to devote valuable class time to academic effort, rather than to the scramble for a place in the classroom "pecking order".

We have found that these procedures require no more class time than is lost when students in classrooms with poor friendship structures harass and fight with one another. Furthermore, we have found that the development of a classroom social climate which supports academic effort and positive student self concepts often hinges on first solving classroom friendship problems. Thus, while attraction is only one of the six areas we are attempting to influence in order to improve classroom social climates, its improvement is one of the prerequisites to success in improving other aspects of classroom social climate.

ATTRACTION:

Diagnostic Survey

DIAGNOSING CLASSROOM FRIENDSHIP PROBLEMS

Before a teacher can deal with friendship problems, the exact nature of the problem must be identified. Most teachers can spot students with friendship problems by observation alone, but determining the particular kind of problem a student is experiencing is more difficult. Accordingly, we have provided two sociometric surveys, either one of which can be used to diagnose students' friendship problems. These surveys may also be used to assess your success in solving students' friendship problems. We encourage you to administer a sociometric survey within the first four or five weeks of the school year. By using a combination of your own observations, the results of sociometric surveys, and the following guidelines for identifying particular kinds of attraction problems, you should be able to identify most students' friendship problems quite easily.

The Sociometric Survey

The classroom sociometric survey is a simple questionnaire which asks the student to indicate the class members he likes most and likes least. Students can be asked to make any number of positive and negative choices desired, but we have found that asking students to make three positive choices and three negative choices is adequate for forming a reliable picture of classroom friendship patterns.

When administering the survey, instruct the students to work privately and to keep their answers to themselves. It is particularly important to make sure that students do not discuss their negative choices. One way to minimize the possibility that students will discuss their negative choices is to use the "bubble art survey" developed by Brenda Wright, a fourth-grade Project S.E.L.F. teacher. We have found that students tend to work privately and that they show less interest in their classmates' surveys when they are administered the "bubble art survey" than when they are administered the more traditional form of the sociometric survey. Both forms of the sociometric survey are discussed below, but I strongly recommend that you spend the extra half hour required to prepare the "bubble art survey". This survey is not only less likely to cause problems, but it is actually easier to score because, unlike more traditional forms of sociometric surveys, the names of the students are already provided. One of the main sources of invalid or uninterpretable surveys is the difficulty students have in spelling and writing legibly the names of other students. The "bubble art survey" eliminates these sources of invalidity while reducing the chances that students will read each other's surveys or discuss their answers with their classmates.

General Directions for Preparing Sociometric Surveys

Regardless of the type of sociometric survey you use, you should meet the following criteria when preparing and administering sociometric surveys:

A. Choose the criterion for naming students on the sociometric survey according to the needs of your class. The examples included below use a very general sociometric criterion; they ask students to name the three students they most like and the three students they least like. Other commonly used sociometric criteria used in educational research are more specific; some ask students to name the classmates they would most like to sit with, play with at recess, work with, or invite to an after-school party. Generally, the more specific criteria produce more accurate responses, but they are valid only for the situation described. In most cases the general criterion of "most like" and "least like" will be most useful, but if you are primarily concerned with friendship problems which occur in specific situations such as recess, group projects, or the like, then you should choose a criterion for your survey that most closely reflects that situation.

B. Be sure you tell the students that their answers will actually be used to group them, and be sure you actually do use the results to form student groups. Once the students become convinced that the results will actually be used, they will take the survey quite seriously and answer as accurately as possible. One way to put your sociometric survey results to immediate use is to form "sociometric groups" as described in the preceding discussion. Sociometric grouping will allow you to demonstrate to your students that you are actually using their surveys while at the same time it will help you improve the attraction structure of your classroom.

C. Be sure to keep all results anonymous. If your students see their results, they may be even less motivated to make new friendships. Since the goal of sociometric testing is to provide data to be used to improve and change classroom friendship patterns, showing students the friendship patterns measured by the sociometric survey may be counterproductive, since this information may crystallize the patterns already in existence and make positive changes more difficult to achieve.

D. If you use sociometric surveys to measure your progress in changing classroom friendship patterns by administering them at different times throughout the school year, be sure to use the same form and the same criterion each time. Data gathered using different forms of the sociometric survey and/or different sociometric criteria (e.g., "most like" and "least like" versus "sit with" or "play with") may not be comparable.

E. Regardless of the form chosen, allow approximately one half hour for the students to complete them. Make sure the students fill out the survey at the same time, but be sure not to force students to complete a survey if they seriously object to doing so. If students are absent when you administer the survey, be sure to have them complete one as soon as they return to class.

F. Administer the survey after the class has had enough time to develop stable friendship patterns (this usually takes the first six to eight weeks of the school year).

The Sociometric Survey

The attached sample survey is based on a survey developed by Fox, Luszki, and Schmuck (1966:24-26). This survey asks students to use the names of the three students they most like and the three students they least like.

This survey has the advantage of taking very little time to prepare and administer. Project S.E.L.F. students in the fourth, fifth, and sixth grades usually complete it in less than twenty minutes. This form of the sociometric survey has the disadvantage of being easily read by students in adjacent seats. It requires the student to write the name of the students he wishes to list as "most liked" and "least liked". If you decide to use this form, you should provide the students with lists of names of students in the class. Furthermore, be

Name ______________________________

MY CLASSMATES

Please answer the following questions about your classmates.

REMEMBER: YOUR ANSWERS ARE CONFIDENTIAL. WORK ALONE AND KEEP YOUR OPINIONS TO YOURSELF.

THE ONLY PERSON WHO WILL SEE YOUR ANSWERS IS YOUR TEACHER. YOUR TEACHER WILL USE YOUR ANSWERS WHEN HE/SHE MAKES NEW CLASS GROUPS.

1. The THREE students in my class that I like MOST are:

   (1) ______________________________

   (2) ______________________________

   (3) ______________________________

2. The THREE students in my class that I like LEAST are:

   (1) ______________________________

   (2) ______________________________

   (3) ______________________________

sure to prevent the students from reading each other's surveys; it can be very distressing for a child if he notices that he is on a classmate's "least liked" list. Also, ask the students to write the first name and last initial of their classmates. Otherwise, you will not be able to score the surveys for students with the same first name.

The "Bubble Art" Survey

The attached example is a "bubble art" survey for a hypothetical class. The students are instructed to color the names of every student on the survey. They are to color their name black; the names of the three students they most like, yellow; and the names of the students they least like, blue. They are also instructed to color the names of other students any other color they wish. As the following sample indicates, the students are also asked to color the small boxes black, yellow, and blue to provide the reader with samples of the colors they are using.

This sociometric survey has the advantage of being difficult for students seated at adjacent seats to read. Furthermore, the task of completing the survey itself is sufficiently interesting for most students to elicit their complete attention; students filling out the bubble art survey pay less attention to the answers of their classmates than students who are administered more traditional forms of the sociometric survey. Based on our experience in administering over fifty sociometric surveys in fourth, fifth, and six grade classes, we strongly recommend the use of the "bubble art" form.

The main disadvantage of using this survey is that it takes a little longer to prepare. Preparation of the "bubble art" survey requires approximately one hour for a class of thirty-five. However, this survey form takes less time to score than the more traditional form of the sociometric survey because the scorer is not faced with the difficult task of deciphering the answers of students with poor handwriting skills.

The following points should be kept in mind when designing a "bubble art" survey:

A. Use a ditto master or some other similar device for duplication of the survey.

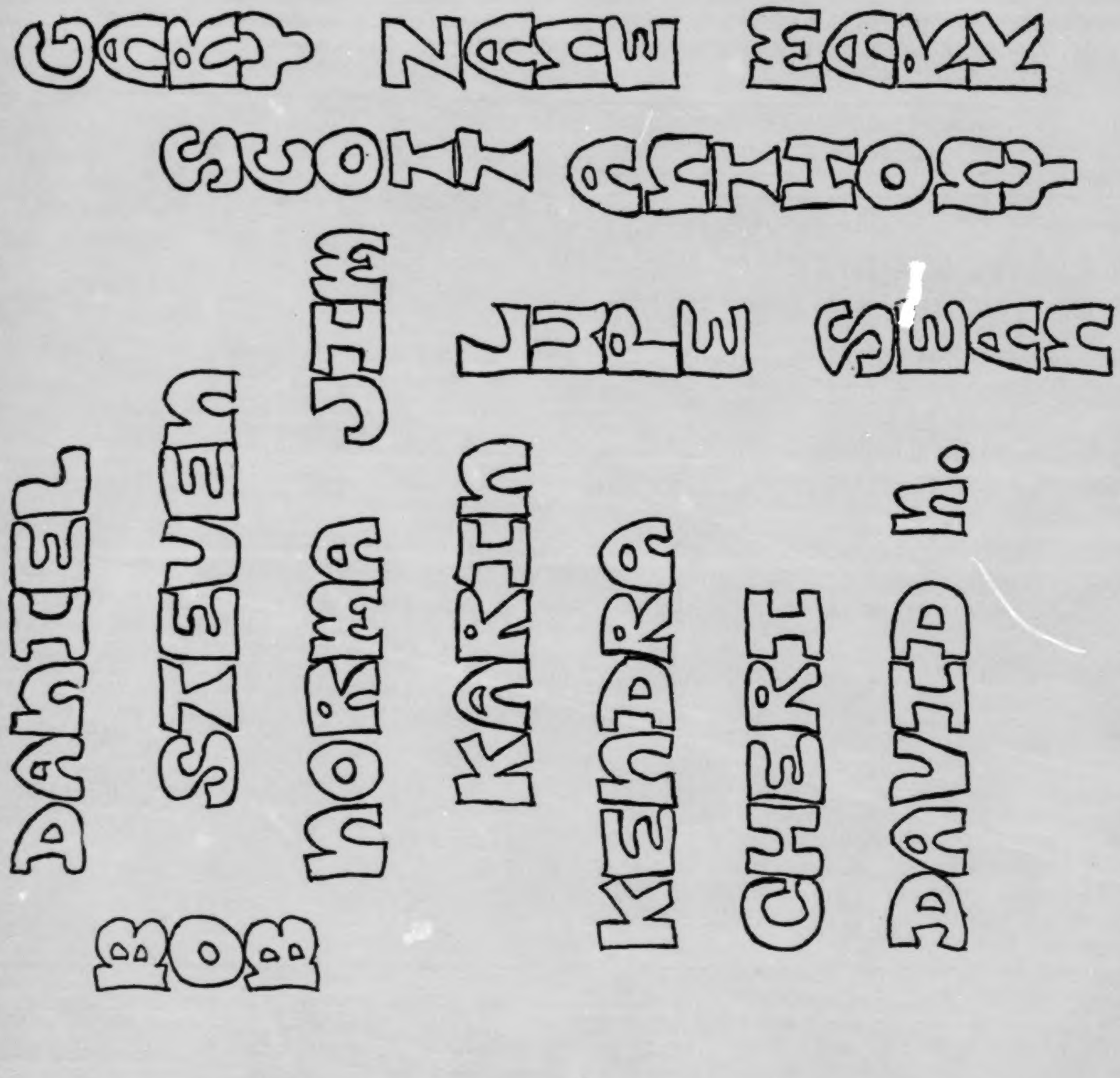
B. Lightly rule a grid of approximately one-half-inch squares on the master, but be sure the grid will not show on the copies of the survey made for the students.

C. Begin with the longest names first, and then fill in the spaces around the long names with the shorter names.

D. Adjust the difficulty of reading the survey to the ability level and grade level of your students. Leave a lot of space around students' names and write all of the names in a regular pattern if the students are in the lower grades. For students in higher grades, or for students with more advanced reading and perceptual skills, make the survey a little more difficult to read by crowding the names and writing the names at oblique angles across the page. The survey should be simple enough in design and layout to allow all of the students to find the names easily while at the same time it should be complex enough to make it difficult for students to read each other's surveys.

Keep your answers private! Only your teacher will see this. Your answers may be used to group you with other students in the future.

1. Color your name and the box at the right BLACK. ☐
2. Color the names of the three persons you MOST LIKE in this class and the box at the right YELLOW. ☐
3. Color the names of the three persons you LEAST LIKE in this class and the box at the right BLUE. ☐
4. Color the names of the other people in class ANY COLOR except black, yellow, blue.


DANIEL
STEVEN
NORMA
JIM
KARIN
KENDRA
CHERI
DAVID N.
BOB

E. Be sure to use the initial of students' last names if there are other students with the same first name.

Recording Sociometric Data

There is no need to spend time drawing elaborate sociograms using this data. Sociograms are valuable and interesting to study, but they take hours to draw, and there are shorter methods which reveal all of the information needed. Rather, we recommend displaying the results of sociometric surveys with a "sociomatrix" and then recording the data on 3" x 5" cards. We have found that we can form a sociomatrix for a class of thirty in less than an hour when we work alone, and if we work with a partner, we can form a classroom sociomatrix in about half an hour.

The following outline describes the process of recording sociometric data:

A. Using Page A-xx, complete a matrix showing each student's choices and rejections. Place the names of the chooser vertically along the left margin, and place the names of the chosen along the top of the paper. Both lists should be alphabetical and in the same order.

1. It is easier to form the matrix by working with a partner. One person can read the surveys and the other person can fill in the matrix. Use a "+" for positive and a "-" for negative choices.

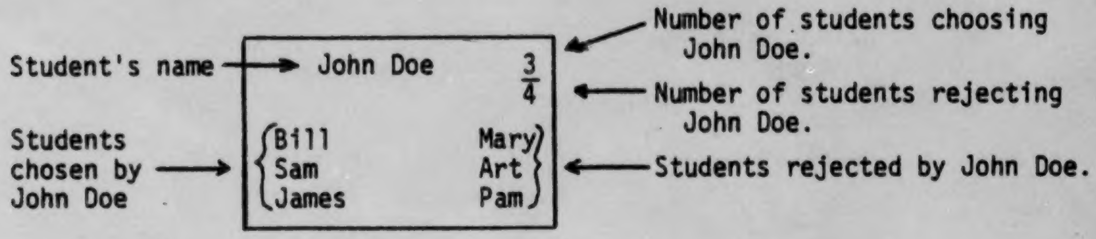
B. The matrix should look like this:

Chosen → Chooser ↓	Bill	Harry	Jennifer	Mary	Tom	Vic
Bill		+		-		
Harry	+		-			
Jennifer					+	-
Mary	-	+				
Tom			+			-
Vic				+	-	

C. Using the matrix, fill out a 3" x 5" card for each child.

1. Put his or her name at the top.
2. In the right-hand top corner indicate the number of positive and negative choices received.
3. Place his or her three positive choices along the left-hand margin.
4. Place his or her three negative choices along the right-hand margin.

D. The card should look like this:


Student's name
John Doe
3/4
Students chosen by John Doe
Bill
Sam
James
Mary
Art
Pam
Number of students choosing John Doe.
Number of students rejecting John Doe.
Students rejected by John Doe.

E. Finally, using the matrix, identify all of the mutual positive and negative choices (a mutual positive choice occurs when Child A indicates that he likes Child B, and Child B also indicates that he likes Child A).

1. Indicate all mutual choices on each student's 3" x 5" card by placing a star or check by the name of each child who mutually chooses or rejects the student.
2. Separate the cards into piles, forming separate piles for students who received no positive choices, one positive choice, two positive choices, three positive choices, and so on.

Identifying Students' Friendship Problems From Sociometric Data

Students who receive from two to four positive choices and from two to four negative choices are in the theoretically "typical" range. That is, since students are asked on these instruments to make three positive and three negative choices, each pupil would receive from two to four choices of both kinds if the choices were evenly distributed. This range of two to four choices provides a theoretical baseline for identifying students with friendship problems. Students with more than four negative choices and/or less than two positive choices are those who may need special assistance.

Students with five or more positive choices are "stars"; they are better liked than most students. Students who are isolates usually receive less than two positive choices and four or fewer negative choices; they are neither liked nor disliked. Students who receive more than four negative choices and less than two positive choices are either disliked or they are class scapegoats.

Distinguishing between scapegoats and disliked students is a little more difficult. The differences between scapegoats and disliked students are matters of degree. Usually disliked students are disliked by a subgroup within the class, whereas spacegoats are disliked by most of the students in the class. Usually a child who is a scapegoat is identifiable using the following criteria:

A. He is often the target of apparently unprovoked attacks, verbal abuse, and he is harassed continually.

B. He is blamed for things he did not do, and the children often harass him for behavior they accept from more popular students.

C. Students who befriend or play with the child in question are ridiculed or harassed themselves.

D. Scapegoats often look, act, or behave differently from the rest of the class. Sometimes they have obviously "obnoxious" behavior patterns such as being aggressive, highly critical of others, sarcastic, and the like. In many cases, though, they are singled out for differences over which they have little control, such as their personal appearance, lack of coordination, or their clothing.

Once the teacher makes a decision concerning the kinds of attraction problems his students have, he is then able to select methods to deal with the problems.

Observation Guide

Observation of students in class and during recess can yield considerable information concerning the attraction structure of the classroom. Be alert to any conflicts or potential conflicts between students. These conflicts may involve a number of students and strain or disrupt friendships. If tensions occur at recess, especially if they involve a large number of students, a supplementary attraction lesson may help ease tensions. Also, try to be alert to the presence of isolates. Isolates often stay near teachers on yard duty, or go to the school library or some other secluded spot during recess because they fear rejection by the students. Finally, try to pay particular attention to students identified as scapegoats or disliked students. You may discover that a disliked student lacks a playground skill considered important by the class, and you may discover that some students are unwittingly antagonizing others through violation of students' taken-for-granted playground norms. As a general guide, ask yourself the following questions:

A. Which students are invited to join games and play activities most frequently, and which students are usually welcome to join ongoing activities? These students are often classroom stars.

B. Which students often play alone or move from group to group? These students may be isolates, scapegoats, or disliked students?

C. Are there any pairs of students who seem to enjoy playing only with each other and who appear to be happy and involved in their activities? Sociometric data may suggest that these students are isolates, but they may be quite happy spending their time with a single friend and they may wish to be left alone.

MATRIX FOR SOCIOMETRIC SURVEY

Chosen →

Chooser ↓

ATTRACTION:

Core Lessons

TITLE: MANY SIDES TO ME ATTRACTION Grades 4, 5, 6

GOAL: To encourage students to make some statements about themselves and to share these statements with their classmates.

ABSTRACT: Students make a large ball from 8 circles. In the center of each of the 8 circles, the student writes a statement about himself.

MATERIALS: Colored papers, circle master shapes, triangle master shapes, scissors, pens, staplers, staples and yarn.

PROCEDURE:

1. Using the master circle shape as a model, students cut out 8 circles from various colors of paper. (see attached sheet for model)
2. Using the master triangle shape, students place the triangle in the center of each circle, and fold the paper around the triangle.
3. Students write one statement about themselves in each of 7 triangles. They write their name in the 8th triangle.

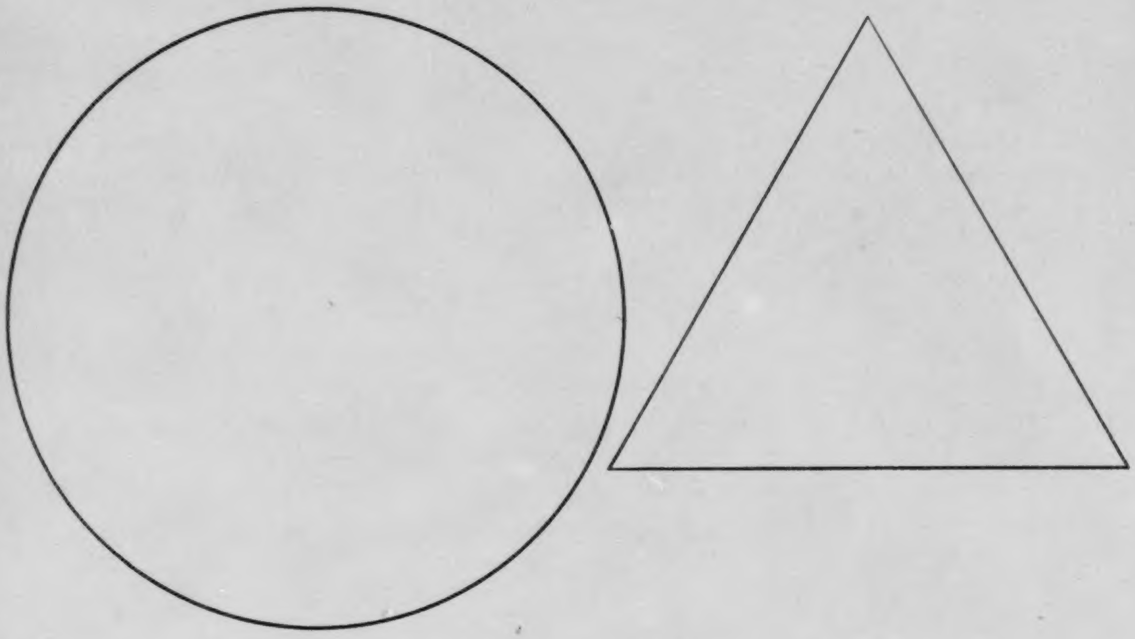
   It may help to suggest categories or guidelines for the statements. For example:

   a. Write one thing that you can do well or you are good at.
   b. Write one thing that you like to do in your spare time, such as a hobby or interest.
   c. Write one wish that you would like.
   d. Write one thing that you are not - such as, I am not athletic, or, I am not very tall.
4. Students connect and staple the circles together to form a large ball. (see attached sheet for directions)
5. Suggestions for sharing and display:
   a. Students staple a piece of yarn to each ball and hang them in the classroom.
   b. Teacher puts all the balls in a bag, draws 5 out per day, reads the 7 statements but NOT the person's name. Students try and guess whose ball it is. The ball is then added to a classroom tree.

DISCUSSION:

1. What things did you learn from the lesson that you have in common with other students in the class?
2. How can we learn more about each other?

TITLE: MANY SIDES TO ME A-1



Directions for Assembling Balls

For each ball, cut out 8 circles, using a cardboard circle as a pattern. You may wish to trace the circles on construction paper before cutting them out.

When the circles are cut, place a triangle master shape in the center of the circles and fold the circles around it, resulting in a folded triangular area in the center of each circle.

After the statements have been written in the triangular areas formed by the folds, staple the flaps of 4 circles together to form a hat. Then staple 4 more together the same way. Staple the two parts together to make a ball.

A piece of yarn may be attached to enable the ball to be hung as an ornament.

TITLE: SHERLOCK HOLMES ATTRACTION Grades 4, 5, 6

GOAL: To increase student interaction with, interest in, and knowledge about each other.

ABSTRACT: Given a set of descriptions, students mill around to find other students fitting the descriptions.

MATERIALS: Appropriate grade-level worksheet for each student.

PROCEDURE:

1. Each student is given a worksheet for his/her grade level.
2. Students are to mill around the room, questioning others to find other students whose names answer the descriptions. When a student finds someone who fits a description, he has that person sign his/her name in the appropriate blank.
3. A student may use his own name once on his worksheet and may not use another student's name more than once.
4. Tell the students they are to try to find these people themselves. Discourage them from looking at other students' lists.
5. There may not be an exact correspondence between descriptions and names to fit the descriptions. Some descriptions may fit several students. Other descriptions may not fit any student.
6. After 15 minutes, ask students to return to their seats to share and discuss their lists and the task in general.

DISCUSSION:

1. Read specific descriptions and ask students to share their answers.
2. Ask them:
   a. Which descriptions were hard to find students for?
   b. Which descriptions were they unable to match?
   c. What new things did you learn about someone in this class?
   d. Which people could have fit number one? Number two? And so on for as many descriptions as time permits.

PROJECT S.E.L.F. WORKSHEET

SHERLOCK HOLMES

Grade 4

Below are some descriptions. Try to find someone to fit a description and have that person sign his or her name on the line. Try to find a different student for each description.

You may use a name only one time. You may sign one yourself.

Don't look at someone else's paper. Try to find all these people yourself. After all, you are a good Sherlock Holmes yourself.

Remember: Some descriptions may have more than one person that fits. Some descriptions may have no one that fits.

1. Loves to read. ______________________
2. Has gone to this school since kindergarten. ______________________
3. Has played on a baseball or softball team. ______________________
4. Has had a broken bone. ______________________
5. Has won an award. ______________________
6. Has baked a cake for his/her family. ______________________
7. Was born in ____________________. ______________________
8. Has never been stung by a bee. ______________________
9. Took swimming lessons last summer. ______________________
10. Has a brother or sister in this school. ______________________
11. Doesn't like bubble gum. ______________________
12. Got a pet within the past year. ______________________
13. Has a birthday in October. ______________________
14. Has been to Disneyland. ______________________
15. Has ridden on a train. ______________________
16. Has a collection of ________________. ______________________
(Student fills in name of collection)

A-2

PROJECT S.E.L.F. WORKSHEET

SHERLOCK HOLMES

Grade 5

Below are some descriptions. Try to find someone to fit a description and have that person sign his or her name on the line. Try to find a different student for each description.

You may use a name only one time. You may sign one yourself.

Don't look at someone else's paper. Try to find all these people yourself. After all, you are a good Sherlock Holmes yourself.

Remember: Some descriptions may fit more than one person. Some descriptions may fit no one.

1. Went to a National Park last summer. ____________________
2. Doesn't have any brothers or sisters. ____________________
3. Can draw horses. ____________________
4. Likes math. ____________________
5. Has won a trophy. ____________________
6. Broke a bone in the last year. ____________________
7. Was born in a foreign country. ____________________
8. Has spent at least one night in the hospital. ____________________
9. Knows how to change a tire. ____________________
10. Has completed a sewing project. ____________________
11. Has flown in a jet plane. ____________________
12. Has a living great-grandparent. ____________________
13. Has attended a professional baseball game. ____________________
14. Has learned a new craft. ____________________
15. Has seen the movie ______________. ____________________
16. Can make chocolate fudge. ____________________

PROJECT S.E.L.F. WORKSHEET

SHERLOCK HOLMES

Grade 6

Below are some descriptions. Try to find someone to fit a description and have that person sign his or her name on the line. Try to find a different student for each description.

You may use a name only one time. You may sign one yourself.

Don't look at someone else's paper. Try to find all these people yourself. After all, you are a good Sherlock Holmes yourself.

Remember: Some descriptions may fit more than one person. Some descriptions may fit no one.

1. Owns a horse. ____________________
2. Has been to Washington, D.C. ____________________
3. Has more than two __________ records. ____________________
4. Has fixed a complete meal for his/her family. ____________________
5. Wrote a letter last month. ____________________
6. Has attended a play. ____________________
7. Likes to collect autographs. ____________________
8. Is the eldest child in the family. ____________________
9. Has seen the movie ____________ twice. ____________________
10. Has lived in more than one house since 4th grade. ____________________
11. Has the same zodiac sign as yours. ____________________
12. Has done wheelies on a motor bike. ____________________
13. Is an aunt or uncle. ____________________
14. Has had more than one slumber party in the last year. ____________________
15. Speaks two languages. ____________________
16. Got up before 6 o'clock this morning. ____________________

TITLE: MYSTERY PERSON — ATTRACTION — Grades 4, 5, 6

GOAL: To increase student interest in and knowledge about one another.

ABSTRACT: Questions and statements about a mystery person are placed on a bulletin board and the class tries to guess who that person is.

MATERIALS: Bulletin board space.

PROCEDURE:

1. Select a student who is neither strongly liked nor strongly disliked by most other students in the class, and ask him to write statements about himself on a sheet of paper. Instruct that person not to reveal that he/she is the mystery person.
2. Put up a bulletin board that contains questions or statements about the mystery person. Clues may be given to the identify, such as: "This person is a member of our class"; "This person is a boy"; "This person likes to play football".
3. Each hour or day add one or two new clues to the board.
4. At the end of the day or week, students share their guesses as to the identity of the mystery person.
5. Repeat as long as interest in the activity continues.
6. To save teacher time, a list of questions may be filled out by the students as a source of information for the activity.

DISCUSSION:

1. What new things did you learn about the mystery person?
2. What surprised you about the mystery person? Why?
3. Which clue told you who the mystery person was?
4. Which clue would have revealed the mystery person had it been given?

TITLE: WHO AM I? ATTRACTION Grades 4, 5, 6

GOAL: To increase students' knowledge of and interest in one another.

ABSTRACT: Students are asked to write five things about themselves on a note card. The sharing of these items is varied by grade level.

MATERIALS: 5" x 7" note card for each student.

PROCEDURE:

1. Each student writes five things about himself/herself on a note card. Be sure to inform the class that the five items will be shared.

2. FOURTH GRADE
   a. The student's name is to be written on each card also.
   b. Collect all the cards and pick one at a time to read aloud. Do not indicate the name of the student. Classmates try to guess whose card it is.

3. FIFTH GRADE
   a. The student's name is not to be written on the card.
   b. All cards are put into a box. Students draw out a card, making sure that they have not drawn their own card.
   c. Each student then tries to find the person whose card he/she has drawn. When that person is found, the student has the person sign his/her name on the card.
   d. Then each student reads the card of the person he found to the rest of the class.

4. SIXTH GRADE
   a. After each student has written five things about himself/herself, have the student rank the card from "most important to me" to "least important to me". This ranking is written on a separate piece of paper.
   b. Pair students. Have each student guess his partner's ranking of items.

DISCUSSION:

1. How many students learned something new about someone? What was it?
2. How did you feel when your card was being shared? How many people felt like that?

TITLE: AUTO KNOW ME (AUTONOMY) __ATTRACTION__ Grades 4, 5, 6

GOAL: The student will be able to recognize personal changes and changes occurring in others over the year.

ABSTRACT: This project will allow students to compare autobiographical items and personal comments made during the year in order to realize the changes which have taken place for them personally and others. They will construct a booklet, page by page, without knowing they are doing so.

MATERIALS: Autobiography pages.

PROCEDURE:

1. Discuss autobiographies.
2. The teacher gives an autobiography page with a different topic to each student at various times during the year with the instructions that it will be used in a class project and read by others.

   Sample autobiographical page topics:

   a. Describe the different places you have lived in your life. Tell when, where and why you moved. What are your feelings about where you lived? Which is your favorite and why? Which is the place you least liked and why?

   b. Describe what you think would be a "perfect day." Where would you go, who would you be with, what would you wear, what would you have for meals?

   c. List three occupations you are interested in. Why do these appeal to you? What do you know about them?

   d. Evaluate your school day yesterday. What subject did you like most, least? Did anything make you sad, happy, angry?
3. These pages are saved throughout the year without announcing the eventual objective of a year-end compilation.
4. Towards the end of the year, put together all of the pages into a student booklet.
5. The booklet can then be illustrated by the student.
6. The student should read his or her own booklet, then write a last chapter on what he or she has learned about himself or herself from this long-term activity.
7. Place completed booklets out in classroom for display. Discuss personal comments or conclusions made after reading the year-long project.

DISCUSSION:

1. What is a biography? What is the difference between a biography and an autobiography?
2. Why is it difficult to do an autobiography? What kinds of things are included in an autobiography?
3. After the project:

   a. What did you learn about yourself after reading your booklet? What did you learn about other students in the class?

   b. Are there any other things you would like to know about other students in class?

   c. Was this activity rewarding for you?

TITLE: FRIENDS TEAM UP ATTRACTION Grades 4, 5, 6

GOAL: To develop the interest and attraction that friends have in each other. To question students on how much they know about other students in their class, encouraging them to be more attentive to and interested in each other.

ABSTRACT: One friend tries to predict what the other would answer to selected questions.

MATERIALS: Score sheets.

PROCEDURE:

1. Teacher asks for 5 pairs of students to volunteer. Pairs can be made up of two students who are friends and who feel they know something about each other. Or, pairs can be made up of students who do not know much about each other but would like to try and see how much they can guess about the other person.
2. One member of the pair stays inside the classroom. The other member of the pair steps outside the classroom. So there are 5 students inside and 5 students outside.
3. Each inside person is asked the same question. They try to guess how their partner would answer the question. Teacher records each answer.
4. The 5 who are outside are given a sheet which contains the questions. They write down their answers.
5. Individuals in the audience may be given score sheets. As each inside person guesses what the outside partner has answered, the audience scores them as to whether or not the audience thinks they are correct or incorrect.
6. After a set of questions, bring in the 5 outside partners. Taking each question, first ask the outside person what his answer was. Then reveal the guess of the inside person. Give a point to the pair that came up with the same answer.
7. Remind pairs that it is not "bad" to come up with different answers. It only means that there are some things they did not know about their partners.
8. Have students pick partners they do not know well and repeat the procedure.

DISCUSSION:

1. Raise your hands if you learned something new about someone in your class?
2. What was the most surprising thing you learned about someone in this lesson?
3. What else do you know about someone in your class that you think they would like others to know about them?

FRIENDS TEAM UP SAMPLE QUESTION SETS Grade 4

SET ONE:

1. What is your favorite expression (pet saying)?
2. Have you ever had a broken bone?
3. Which animal would you rather be: a puppy, a lion, an ant?
4. What is your middle name?
5. Which month would you choose as the best: August, December, February, or May?

SET TWO:

1. Do you have a pet?
2. Your family has to move and there are three possibilities. Which one would you like best: Alaska, Texas, or New York?
3. What is your favorite color?
4. Would you change your name if possible?
5. Would you rather spend Saturday afternoon at the beach, at the mountains, or window shopping?

SET THREE:

1. What schoolwork is easiest for you?
2. What is your favorite television program?
3. How many brothers and/or sisters do you have?
4. Which holiday do you like best: Halloween or Valentine's Day?
5. You are an adult and have a choice of three jobs. Which would you choose: a teacher, a salesperson, or an office worker?

SAMPLE QUESTION SETS

Grade 5

SET ONE:

1. What is your favorite flavor of ice cream?
2. What color is your family car?
3. What subject do you have the most trouble with in school?
4. When is your birthday?
5. What would you be most afraid of: poisonous snakes or tarantula spiders?

SET TWO:

1. If you could be any age, what age would you like to be?
2. If you could change your school, what ONE thing would you change first?
3. Do you think that as an adult you will smoke cigarettes?
4. What is one thing that you are good at?
5. What is your favorite food, given these choices: hamburgers, pizza, tacos?

SET THREE:

1. Would you rather have a Cadillac or a Porsche for a car?
2. Where were you born?
3. What is your favorite television program?
4. How tall do you think you will be as an adult?
5. What is your favorite meal: breakfast, lunch, dinner, or snack?

SET ONE:

1. What do you like best about school?
2. Concerning money, are you more of a saver or a spender?
3. Do you think you will live in this town most of your life?
4. If you were to marry later on, how many children would you like to have?
5. Let's say there is a very important occasion you are going to Saturday night, and you are supposed to be ready by 7 o'clock. Will you most likely be ready at:

   10 minutes before 7:00 - 7 o'clock sharp - 10 minutes after 7:00.

SET TWO:

1. Of all the things you do in your free time, which do you like best?
2. Do you think you will go to college?
3. In the story of the rabbit and the turtle, are you more like the rabbit or the turtle?
4. Which do you think is most harmful? Cigarettes, marijuana, alcohol.
5. If you needed help with your schoolwork, whom would you probably go to?

   Your friend, your teacher, your parent.

SET THREE:

1. Where would you rather live? A big city or a small town.
2. Do you think that by the age of 21 you will be married?
3. Concerning your schoolwork, are you more of a "Worry Wart" or a "Couldn't Care Less" type of person?
4. If you had $100,000 and 10 acres of land, what would you build?
5. If you had to be an appliance, which would you rather be?

   A refrigerator, a toaster, or a blender-mixer.

PROJECT S.E.L.F. WORKSHEET

FRIENDS TEAM UP

SCORE SHEET

Listen to the inside person's guess. Do you think this is what the outside person will say?

	Team 1	Team 2	Team 3	Team 4	Team 5
Inside person					
Outside person					
Question 1.					
Question 2.					
Question 3.					
Question 4.					
Question 5.					

TITLE: FINDING SIMILARITIES ATTRACTION Grades 4, 5, 6

GOAL: To encourage pairs of students to discover ways in which they are similar. Perceived similarity should lead to increased attraction.

ABSTRACT: Pairs of children who have little contact with each other interact to discover ways in which they are similar.

MATERIALS: Scratch paper.

PROCEDURE:

1. Using your own observations, pair students with other students with whom they have little contact or interaction but with whom they might likely become friends.
2. Explain the idea to the class that you have to know something about another person before you can be friends, and the more you know about another person, the more likely it is that you will become friends.
3. Give the pairs 10 minutes to make a list of things they have in common or ways in which they are similar. Encourage pairs to think of a variety of similarities rather than listing things in the same general category (e.g., discourage listings such as, "We both like football, baseball, soccer).
4. After the 10-minute period, ask each person in the pair to put a star next to the items that surprised him the most and an X by any other surprising items.
5. As time allows, ask pairs to share the marked items.

DISCUSSION:

1. Ask those who found eight or more similarities to raise their hands. Ask those with 12 or more to raise their hands, and so on until the pair with the highest number is found. Be sure to start off with a number low enough to allow all who participated to raise their hands and acknowledge that they have things in common.
2. How many of you feel you know your partner better?
3. What did you learn about your partner?

54

A-8

TITLE: SELF-AWARENESS THROUGH ART ATTRACTION Grades 4, 5, 6

GOAL: Students focus on their personal attributes and share these attributes with others through art.

ABSTRACT: Students create a symbolic representation of their personal identity using art as the medium.

MATERIALS: See grade level descriptions below.

PROCEDURE:

1. Select the activity below for the appropriate grade level.

   a. Fourth Grade.

      Using an overhead projector, draw a silhouette of each student. Then students find pictures, captions, words, etc., from used magazines that have meaning to them. They make a collage of these cutouts using their silhouettes as background and outline.

   b. Fifth Grade.

      Ask students to bring in a baby picture of themselves or a picture taken when they were younger. Using this as the picture, they are to make a "Wanted" poster for themselves. Using the western "Wanted" poster as an example, they are to list some negative features, any aliases, where they are known to hang out, and a reward.

   c. Sixth Grade.

      Ask students to design a record album cover using themselves as the performers. Each individual record album cover should reflect that student's interests and likes through the title, symbols, colors, etc. Items used may be drawn or may be cutouts from magazines.

DISCUSSION:

1. Discuss what the artwork represents and why students choose to use particular items to describe themselves.
2. What qualities do you have that you feel are important?
3. Did you learn anything new about people in this class? What did you learn?

A-9

TITLE: COMPLIMENT TIME ATTRACTION Grades 4, 5, 6

GOAL: To give each student a chance to experience a positive response from other individuals in the classroom; to give students an opportunity to share their positive feelings and thoughts about each other; and to give each student an opportunity to learn what his classmates perceive as his strengths.

ABSTRACT: Students ask a specific number of other students to write descriptive phrases about them.

MATERIALS: Copy of design for each student (see Procedure 1).

PROCEDURE:

1. Each student is given a drawing of the same design. The design contains spaces for six descriptive statements plus a space for the student's own name. For example: a flower with 6 petals and a center; a worm with 6 body segments and a head; a baseball cap with 6 divisions and a button. The following worksheet could also be used with the 6 descriptive statements on the balloons and the student's name on the shirt.
2. The student goes to 6 other students, asking each of them to write something positive about him in one of the 6 spaces. The choice of the 6 students can be varied as follows:
    a. The student can choose the six students; however, he cannot have one person write more than one statement. He must choose six different people.
    b. Each student randomly draws the names of six students in the classroom from a box. These must be different names, and if he draws one name twice, that name must be replaced in the box and another drawn.
    c. A combination of the above, such as draw three names and choose three names.
3. The topic of the descriptive statements is to be determined by the teacher. Examples: "What do you like about me?" "What do you think I do really well?" Ask students to be specific with their statements. For example, rather than writing, "You're nice," ask students to write, "You're nice because...." or "You're cool because...." Also remind students to try not to repeat what another person has written. Try to think of something original to write about that person.
4. A firm rule is that if you write something, the remark must be positive.
5. Students should be told that these papers and the comments will be shared by being put up in the classroom. The people who are asked to write the six comments may sign their names.
6. A variation which the teacher may choose to add: After the student has collected the six statements, ask him to write one about himself and add it to the drawing.
7. Ask students to read their own sheets.
8. Put up the finished "Compliment Time" designs on the bulletin board.

DISCUSSION:

1. How did you feel when asking people to sign your design?
2. How did you feel after people signed your design?

ATTRACTION:

Supplemental Lessons

TITLE: WHO'S WHO IN OUR ROOM? ATTRACTION Grades 4, 5, 6
Cohesion

GOAL: To encourage the children and the teacher to share information about themselves with the class.

ABSTRACT: Children interview partners, write down their findings on interview schedules, read the interview schedules to the class and post them on the bulletin board. The classroom group, including the teacher, is symbolically formed by joining students' and the teacher's interview schedules together.

MATERIALS: Enough interview schedules printed on colored paper in the shape of silhouettes (of faces, cars, flowers, animals, etc.), and yarn, string, or ribbon to attach the completed interview schedules to some central point.

PROCEDURE:

1. Session I:
   a. Introduce the concept of interviewing to the class.
   b. Ask the children to suggest things they would like to know about their classmates and form questions which focus on these areas. To make the sharing more interesting, the class should decide on a master list of 15-20 questions from which each interviewer may choose ten questions.
   c. Type or print the interview questions within the boundaries of an attractive silhouette (e.g., a face, car, train, flower, etc.), leaving enough room for answers to the interview questions.
2. Session II:
   a. Form random pairs of students or pair students who have little interaction.
   b. Have each student interview his/her partner using any ten questions he/she may choose from the interview schedule.
   c. Remind the students that this is an interview and that each student is to write his partner's answers to the questions, not his own answers. Be sure the name of the partner who answered the questions is at the top of the interview schedule.
   d. Have each child read the interview schedule he filled out while interviewing his partner. (He may either announce his partner's name or the class could guess his identity if the interviewing and sharing do not occur on the same day.)
   e. After each interview is shared, the interviewer should attach the silhouette interview schedule to the board.
   f. Ask the students to select a classmate to interview you and place the completed interview schedule with the students' interview schedules.
   g. When all silhouettes have been put on the board, attach each shape to a central point with lengths of yarn or string.
   h. Have the students spend 5 or 10 minutes reading the interview schedules on the board.
   i. Conclude the exercise by asking the students to raise their hands if they learned something about another student which makes them want to be friends with that student.

DISCUSSION:

1. Do you like having the teacher and students know these things about you?
2. Does anyone want to know something else about a student or the teacher?
3. Does anyone want the class or teacher to know anything more about himself or herself?
4. Do you think knowing things about others will help students to become friends?

TITLE: "I AM A PERSON WHO ...." ATTRACTION Grades 4, 5, 6

GOAL: To help students focus on aspects of themselves and to help students learn more about others in the class.

ABSTRACT: Open-ended questions are given to students in an individual writing assignment.

MATERIALS: Worksheet for each student.

PROCEDURE:

1. Explain to students the value of sitting down every once in a while and looking at ourselves: "Often what we see is limited by the few questions we ask. Today, we are going to ask students to think about themselves. We will give you a variety of questions. They are fill-in-the-blanks questions. They will help you focus on or consider various parts of yourself."
2. Pass out papers. Allow time for most students to finish.
3. Assemble completed work sheets into a folder entitled "Important People In Our Room". Be sure every student, teacher, and teacher aide involved in the class is included.

DISCUSSION:

1. How can we use this information so that we can get along better with one another?
2. Who thinks he or she is the only person in class that completed a sentence in a certain way? How? Did anyone else write that?

PROJECT S.E.L.F.

WORKSHEET

"I AM A PERSON WHO ...."

I AM A PERSON WHO ...

likes ______________________________

hates ______________________________

can ______________________________

cannot ______________________________

would never ______________________________

would rather ______________________________

loves to ______________________________

wants to learn how to ______________________________

used to be afraid of ______________________________

would be better off if ______________________________

is really good at ______________________________

gets really angry when ______________________________

"bugs" other people when ______________________________

has the good habit of ______________________________

has the bad habit of ______________________________

wishes I could change the way I ______________________________

wishes I could change the way other people ______________________________

never misses watching the TV show ______________________________

will someday ______________________________

TITLE: SILHOUETTE ATTRACTION Grades 4, 5, 6

GOAL: To have students share things about themselves through an art project which will spark students' curiosity to learn about other students in the class.

ABSTRACT: A silhouette of each student's facial profile is made, and circles with descriptive words are attached to the figure.

MATERIALS: Overhead projector; sheet of paper, six circles, scissors, and paste for each student.

PROCEDURE:

1. Attach a tablet of drawing paper to the board and, using an overhead projector, cast a student's shadow on the paper. Trace the shadow formed on the paper. Repeat for all students.
2. Distribute six circles (a minimum of 4 inches in diameter) of colored paper to each student.
3. Have students cut out their silhouettes and six circles and write one of the headings listed below on each circle.
4. Provide the class with magazines and newspapers and have them cut words from them which fit the following suggested six areas:
   (1) How I Feel.
   (2) Things That I Like.
   (3) Things That Frighten Me.
   (4) Things I Want To Be.
   (5) Things I Can Do Well (good at).
   (6) Things I Would Like To Do.
5. Have students attach circles to the silhouette and paste words on circles.
6. Place silhouettes up for display in the classroom in such a manner to give the feeling that they make up a group and are not individuals isolated from each other. This may be accomplished by placing them in a line or group where the edges touch other silhouettes.

DISCUSSION:

1. Which circles were hard to find words for? Why?
2. Is there anything on anyone's silhouette which surprised you? What?

A-13

TITLE: WHERE DO YOU STAND?* ATTRACTION Leadership/Influence Grades 4, 5, 6

GOAL: For students to become aware of the personal characteristics and preferences of all children in the class and to point out those things that they have in common.

ABSTRACT: Given a continuum of issues, students select the number that best represents their position.

MATERIALS: Issues or questions -- varying at grade levels; 3" x 5" cards.

PROCEDURE:

1. An issue or question is presented to the class and written on the board.
2. Draw a line on the board and divide it into five segments and number each segment one through five. The end points represent opposite positions of a continuum.
3. Ask students to suggest phrases that define the two extremes. (For examples, see following page.) The middle three positions are kept constant or filled in by the teacher to keep the activity moving.
4. Place the numbers one through five around the room with sufficient space for students to stand near them and be separated from other groups.
5. Students write the numbers 1 through 5 on 3" x 5" cards, one number to a card.
6. For each question or issue presented, each student and the teacher select the number that best represents his/her view without showing anyone else. Care should be taken to insure that students do not change their minds once it is learned what their friends have selected.
7. When all have selected their numbers, all those holding one number are to stand next to that number placed in the classroom. Repeat one at a time for all five numbers.

DISCUSSION:

1. Are you surprised to see anyone with you in your group?
2. Are you surprised to see anyone in a different group?
3. Has anyone been in your group for all questions so far? Who?
4. Was there anyone you expected to be in your group every time who was not?

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* Loosely based on an idea by Sidney Simon from Meeting Yourself Halfway, Argus Communications, Niles, Illinois. 1974.

SAMPLE QUESTIONS FOR "WHERE DO YOU STAND?" LESSON

1. How late do you sleep on Saturday mornings?

1	2	3	4	5
Up at dawn				Sleeps until noon

2. How neat is your desk?

1	2	3	4	5
Messy Bessie		So So Sue		Neat Nellie

3. How much do you talk on the telephone?

1	2	3	4	5

4. How well do you like reading? (Repeat for other curriculum areas)

1	2	3	4	5

5. How much of a talker are you?

1	2	3	4	5

6. Are you more like the "tortoise" or the "hare" in the story?

1	2	3	4	5

7. How do you feel about fighting as a means of handling problems?

1	2	3	4	5

8. Do you think your classmates are fair to each other?

1	2	3	4	5

9. What do you think of this lesson or activity?

1	2	3	4	5

10. Because of a food shortage, people are allowed to eat only ONCE each day. Which time would you prefer:

1	2	3	4	5
Breakfast	Mid-morning	Lunch	Mid-afternoon	Dinner

TITLE: ________________'S ISLAND ATTRACTION Grades 4, 5, 6

GOAL: To consider the people or characteristics of people that are important to us.

ABSTRACT: Given the situation that individual students are stranded on an island, they decide upon the people that they would like to have with them.

MATERIALS: Varies for grade level.

PROCEDURE:

1. Fourth Grade:

   Students are given a list of 25 candidates (see attached list). They are to choose ten people and give their reason for their selection.

2. Fifth Grade:

   Students can choose fifteen people from real people they know.

3. Sixth Grade:

   Students must choose fifteen people that are real but not personally known to them and they must give a reason for each selection. For example, they can choose celebrities, famous people from history, etc.

   OR

   Students must make up fifteen people. Each made-up person will be given a name and a brief description. They must give a reason for their choice of this made-up person.

DISCUSSION:

1. Tally number of times students choose a particular character. Why were some characters chosen more than others?
2. Specifically, what reasons did you have for choosing them?

PROJECT S.E.L.F. WORKSHEET

____________________'S ISLAND

Grade 4

Of the people below, choose ten with whom you would want to be stranded on an island for ten years. Give your reasons why or why not you selected each person. Think of the type of person you want to be with for ten years and WHY.

Six-million Dollar Man ______________________________

Abe Lincoln ______________________________

Elton John
(popular singer) ______________________________

Mohammed Ali
(boxing champion) ______________________________

Nancy Lopez
(professional golfer) ______________________________

Fat Albert
(cartoon character) ______________________________

The President of
the United States ______________________________

Famous medical doctor ______________________________

Bionic Woman ______________________________

Ewell Gibbons
(expert on wilderness
survival) ______________________________

Albert Einstein ______________________________

School Nurse ______________________________

A-14

Walt Disney ____________________

Your Mom ____________________

Thomas Edison ____________________

Billy the Kid ____________________

Wilt Chamberlain (basketball star) ____________________

Bruce Jenner (Olympics gold-medal winner) ____________________

Betty Crocker ____________________

Wright Brothers ____________________

Your best friend ____________________

O. J. Simpson (football star) ____________________

Susan B. Anthony ____________________

An Indian scout ____________________

Janet Guthrie (professional race car driver) ____________________

A-15

TITLE: PREDICTING * — ATTRACTION, Expectations — Grades 4, 5, 6

GOAL: To allow students to test what they think they know about each other and to encourage students to learn more about their classmates.

ABSTRACT: Students predict their partners' answers to a questionnaire and observe how accurate they are.

MATERIALS: Questionnaire and pencil for each student.

PROCEDURE:

1. Pass out a copy of the predicting questionnaire to each student and have each student answer the questions by recording his responses in Column A. Mention that the answers will be shared with the class.
2. Briefly explain the lesson to the class mentioning that one of the purposes is to have the opportunity to know one another better.
3. Pair students who rarely talk to each other and have them nonverbally predict their partner's answers to the questions, marking their predictions in Column B.
4. When all have finished their predictions, each pair gets together to exchange answers, and each student records his partner's actual answer to the question in Column C.
5. Each student writes the difference between the predicted answer and the actual response of his partner in Column D.
6. In Column E, the student computes how his actual answers differed from his partner's by finding the difference between Columns A and C.
7. Students are asked to circle a score of two or higher in Column D and to place a star next to any question which had a score of 0 or 1 in Column E. Have each student add up the total of Columns D and E.
8. OPTIONAL: The teacher may add up each difference between actual and predicted score and divide by the number of students to find the average difference for each question. Or more simply, each student may total his difference figures and divide by the number of questions to arrive at an average prediction accuracy score which can be easily averaged by the teacher on the board to get a class score.
9. A second similar questionnaire may be given at a later date and the scores compared.

DISCUSSION:

1. Why do you think you were asked to put a star next to any zeroes or ones in Column E? (Answer: It indicates you are like your partner.)
2. Why do you think you were asked to circle numbers in Column D of 2 or higher? (Answer: It indicates you didn't know how your partner would answer that question.)
3. What does the lower total mean in Column D? (Answer: The lower the score, the more you know your partner.)
4. What does the lower total mean in Column E? (Answer: It indicates how much you are like your partner.)

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* Adapted from an activity which appeared in the 1976 Annual Handbook for Group Facilitators, J. William Pfeiffer and John E. Jones, Editors, La Jolla University Associates Publishers, Inc., 1976.

PROJECT S.E.L.F. WORKSHEET

PREDICTING

You are to mark how much you agree or disagree with each statement, using the numbers from the following table:

1	2	3	4
Totally Agree	Mostly Agree	Mostly Disagree	Totally Disagree

Privately answer the questions and write the numbers in Column A. When you have recorded your answers and the class has been broken into pairs, nonverbally predict what your partner has answered in Column B.

	A Your answer	B Guess of partner's ans.	C Partner's actual answer	D Difference between B and C	E Difference between A and C
1. Kids should work for their allowance.					
2. I like to tease others.					
3. I am easily embarrassed.					
4. I like the way I am.					
5. I'd rather go to the park than to a movie.					
6. I like to be the center of attraction.					
7. Boys and girls should be separated in class.					
8. I hold my anger inside.					
9. Children should be seen and not heard.					
10. I know what I want to do when I'm older.					
11. I think about the future a lot.					
12. I'd do things differently if I could do the last year over.					
13. I'd rather mow the lawn than dust the house.					
14. I tell people how I feel.					
15.					
16.					
TOTALS					

How well I know my partner → D

How much I am like my partner → E

COMMUNICATION:

Teacher Guide

CLASSROOM COMMUNICATION

by Edward F. Vacha

Of the various aspects of classroom social climate, classroom communication is probably most obviously related to student success in school. Students must listen to and remember information provided by the teacher, ask questions, and listen to and follow verbal directions if they are to succeed in school. The plethora of instructional materials designed to teach students listening skills, how to follow verbal directions, how to speak clearly, and other basic communication skills is one indicator of the importance of classroom communication and the concern of educators for improving students' ability to communicate and listen to others.

Communication involves more than the exercise of specific skills. Communication is a social process involving an exchange or transaction among group members. In fact, communication underlies most other group processes because it is the basic vehicle by which classroom group processes occur. Given the importance of communication for the various group processes, it is not surprising that classroom communication is a key determinant of classroom social climate. It is the social patterning of communication in the classroom with its relationship to the other group processes areas that is the focus of the Project S.E.L.F. program in communication. Some typical classroom problems created by classroom communication which affect the social climate of the classroom include the following:

> A student is asked to answer a question or solve a problem in front of the class. He is nervous, embarrassed, apprehensive or simply does not know the answer. However, instead of communicating his fears or problem to the teacher, he attempts to "cover up" by wisecracking, hitting or pushing another student, or by refusing to participate on the grounds that the topic of discussion or the problem is "dumb" or boring. The teacher attempts to deal with his disruptive behavior directly rather than dealing with his fears because the student's "cover up" appears to be defiance rather than the expression of anxiety.
>
> Students avoid expressing their affection for their teacher or other students because they do not know how to communicate their feelings, or they feel embarrassed by public verbal expressions of affection. Often, as in the above case, they "cover up" their feelings by wisecracking, engaging in verbal "put-downs" or name calling, or hitting or pushing the object of their affection. Such manifestations of their affection are often misinterpreted by both the teacher and other students, and the misinterpretations of students often lead to disputes and disruptions.
>
> The teacher makes a mistake in front of the class which is immediately pointed out by a student. In an attempt to deal with his or her feelings of embarrassment, the teacher scolds the students or tries to justify the error by placing blame on the students or even by denying that a mistake has been made. The students decide the teacher is a "phony".
>
> When the teacher attempts to give the students detailed directions involving several steps, students interrupt with questions which would be answered if they waited until the teacher had given all of the directions. As a result, the teacher must repeat the sequence of directions several times, and much valuable class time is lost.

The teacher attempts to conduct a class discussion and promote as much student participation as possible; but many students remain silent, and the discussion becomes a lecture. The students in turn become bored, and they complain that the teacher talks too much.

Students become so involved in a discussion that they fail to listen to what others have to say. Rather, they concentrate on making their own contribution and wildly wave their hands for a chance to speak. The class discussion becomes a series of two-person discussions between the teacher and individual students, each of whom makes a comment that has little or no relation to the previous comments of the other students.

These and other communication problems can seriously affect the social climate of the classroom. Classrooms characterized by these problems tend to remain quite formal and class discussions remain on a very superficial level. The feelings, expectations and thoughts of the classroom group remain hidden, but they seriously affect the social life of the classroom. Any problems, disagreements, disputes, or student anxieties are concealed; they operate as a hidden undercurrent which undermines classroom social relations without ever being brought into the open and dealt with directly. Ultimately, these problems in communication become part of the classroom routine and they tend to be self-perpetuating because their symptoms rather than the problems themselves are dealt with.

Some Dimensions of Classroom Communication

The following discussion merely touches on those aspects of classroom communication which are directly related to the Project S.E.L.F. program. For an excellent and more comprehensive discussion of classroom communication, see Schmuck and Schmuck, Group Processes in the Classroom (1975).

Many classrooms are rather restricted social environments because students and the teacher communicate only on a superficial level. In these classrooms empathy between the teacher and students and among students is almost nonexistent, and the teacher may do as much as eighty percent of the talking. In such classrooms only a few students usually talk, and most students avoid communicating their feelings and opinions. Classrooms with positive social climates are much different. They are characterized by high amounts of dialogue among members which are lively and go beyond superficial considerations. Communication in these classes emanates from most or all of the students, rather than from only a few students and the teacher, and students feel free to communicate their opinions and feelings.

The Project S.E.L.F. program for improving classroom communication is organized around three aspects of classroom communication: maximizing student participation in class discussions, encouraging the communication of feelings and sentiments, and learning to interpret nonverbal communications.

Maximizing Student Participation in Class Discussions

All classes are characterized by both one-way communication from the teacher to the students and two-way communication between students and the teacher and among students. One-way communication places the listener in a passive role; he listens while the teacher or another student lectures. As Schmuck and Schmuck (1975:145) have indicated, lectures are effective if students are highly motivated and are seeking specific information, but one-way communication from the teacher to the student has definite limitations as a teaching technique. Two-way communication or true dialogue between the teacher and students or among students is preferable when students must take an active role, change their behavior, or solve complex or difficult problems in order to learn. One-way communication is efficient and takes less time, but generally two-way communication leads to higher quality work and increased student satisfaction and interest.

Many teachers wish to reduce the time they spend lecturing and to increase two-way communication by eliciting comments and dialogue from students. Unfortunately, many students are often reluctant to engage in two-way communication with the teacher or with other students. Often, despite the best of intentions of the teacher, only a small group of students participate in class discussions. These students often dominate class discussions no matter what the topic is, while a large number of students rarely give their opinions or ask questions. In fact, many students work to avoid participation in discussions and question-and-answer sessions. These students often develop strategies such as avoiding eye contact with the teacher, lowering themselves in their seats, and adopting other techniques for maintaining a "low profile" during class discussions in an effort to avoid being asked to contribute.

Successful establishment of full participation of students in two-way discussions requires more than the desire of the teacher to promote dialogue; the students must also be motivated to attempt to encourage the participation of their classmates and to develop student norms encouraging two-way communication. Students must also learn to discriminate situations calling for two-way communication from those requiring one-way communication.

The Communication of Feelings or Emotions

Most elementary school students and many teachers rarely verbally communicate their feelings and sentiments to the classroom group. Every member of the classroom group has both feelings about the class and sentiments towards other members. These feelings and sentiments are often the greatest determinants of students' and teachers' behavior, but unless they are communicated verbally, the grounds for students' and teachers' behavior remain a mystery.

The lack of adequate communication of feelings and sentiments often produces much misunderstanding in the classroom. Feelings and sentiments that are not communicated verbally are often expressed nonverbally through the actions of the teacher and students. Often language is used to hide feelings rather than communicating them, but the feelings still exist and affect behavior. For example, students who are afraid or anxious about their ability to complete an assignment often verbally criticize the assignment or the teacher rather than describing their fears or anxieties. Of course, as long as students hide their fears and anxieties, the teacher will be unable to help them. Similarly, teachers are often reluctant to express their feelings to the class. For example, a teacher who is tired and irritable at the end of a difficult week of teaching may not verbalize his irritability, but he will probably express his feelings by scolding students for minor infractions that are usually ignored. From the students' point of view, the teacher is being "grouchy" for no apparent reason. The students would be more likely to help the teacher get through the day if the teacher told them that he was tired and irritable and warned them to avoid provoking his anger.

74

Among elementary school students one of the most infrequently expressed feelings is positive sentiment for other class members. Students rarely compliment either other students or the teacher even when they have strong feelings of attachment to them. Encouragement of the expression of positive sentiments can have an immediate positive effect on the classroom social climate. Students who are told that they are liked and appreciated will develop strong self concepts and they will view their classroom as a rewarding environment.

Encouraging students to express their feelings and sentiments can be accomplished through a number of techniques. For example, the teacher can increase student communication of feelings by acting as a model through expression of his own feelings and by accepting students' verbalization of negative feelings. Also, student norms encouraging open expression of feelings can be developed, and the students can be taught a vocabulary of "feeling" words and phrases which accurately communicate emotions. Most elementary students have very limited vocabularies of "feeling words" and most of the words they do use express negative feelings. Sometimes students avoid expressing emotions because they do not have an adequate vocabulary.

Nonverbal Communication

Nonverbal communication goes on in all classrooms throughout the day. Students and teachers communicate their feelings, attitudes, and even their opinions through facial expressions, their posture, their physical location in the classroom, and through conventional cues such as nods and winks. The ability to recognize and interpret nonverbal messages can be very useful because they provide information that may not be conveyed verbally. The ability of group members to interpret such nonverbal messages often makes group life more predictable. When group members are unable or unwilling to verbalize the feelings or attitudes which motivate their behavior, their actions often seem unpredictable and groundless. As group members learn to interpret each other's nonverbal messages, they will be able to understand and deal with each other despite failures in verbal communication.

IMPROVING CLASSROOM COMMUNICATION

The Project S.E.L.F. program for improving classroom communication is designed around the three dimensions of communication discussed (maximizing student communication, communication of feelings, and nonverbal communication). These three types of lessons are further divided into "core" and supplementary lessons. The core lessons are designed to provide the basic instructional component in communication for use in "typical" classrooms. The supplementary lessons are designed for use in classrooms which have particularly severe communication problems or for use in classrooms in which most students have participated in the S.E.L.F. program in the previous school year. When these supplementary lessons are used for classrooms with communication problems, they should be conducted in addition to the core lessons. The diagnostic test described in the next section should be used to determine whether or not the classroom has a need for supplementary communication lessons.

The Core Lessons

Lessons for Increasing Student Participation

The lessons designed for increasing student participation are of two types. Some encourage students to compare one-way and two-way communication, and the others encourage students to give each class member an equal opportunity to speak through the use of the "mouth".

Lessons for exploration of one-way and two-way communication

Lessons COMM-3, COMM-4, and COMM-5 are designed to help students discover strengths and weaknesses of both one-way and two-way communication. The students participate in a variety of games and activities while alternating between one-way and two-way communication. These lessons are designed to help students discriminate situations requiring two-way communication from those which require one-way communication. These lessons also give the students practice in giving clear instructions and in following verbal directions.

The debriefing questions are designed to promote classroom discussions which lead to the development of norms supporting two-way communication between the teacher and students and among the students themselves. The debriefing questions are also designed to promote discussions which lead to the development of consensus among group members concerning which of the two kinds of communication is appropriate in various situations.

Lessons involving the use of the "mouth"

The "mouth" is a bean bag or similar object which can be easily passed from student to student. A bean bag is preferable to other objects because it is easy to throw and catch, and because it is less apt to be dropped or fumbled when being passed from one student to another.

In lessons involving the use of the "mouth", the students are divided into groups and given a problem to solve or a topic for discussion. The "mouth" is introduced with the rule that no group member is to talk unless he or she has the "mouth". The teacher joins a student group and participates while following the same rule. The teacher can speak only when he or she has the "mouth" except when he or she must speak in order to maintain order. These lessons promote increased student participation because interruptions and domination of the discussion by a few members are severely limited when only one student at a time may talk. Also, students who normally do not participate often volunteer more when the "mouth" is used, and when the teacher also uses the "mouth", his or her participation is minimized and students learn to rely less on the teacher to direct the classroom discussion. The "mouth" also promotes better listening. Because students cannot speak until they receive the "mouth", they refrain from interrupting others and focus their attention on the speaker.

The "mouth" may also be used at times other than when S.E.L.F. lessons are being conducted. In fact, many students will request the "mouth" during class discussions whenever they are dominated by a few students, or when students become involved in heated discussions that result in several students talking at once.

The students should be encouraged to use the "mouth" whenever they feel the need to do so. Eventually, the students or the teacher may be able to conduct discussions without the use of the "mouth" by merely declaring that the "rule of the mouth" is in force.

Eventually, the lessons in two-way and one-way communication and the use of the "mouth", together with the debriefing sessions conducted by the teacher after each lesson, should lead to the development of student norms which promote equal participation and a maximum of two-way communication during group discussions.

Lessons for Improving Communication of Feelings

These lessons are designed to encourage students to communicate their feelings or emotions. They give students an opportunity to describe their feelings about a variety of subjects ranging from the classroom group and the curriculum to their feelings about issues and situations which occur outside of the class. These lessons also help the students develop a vocabulary of "feeling words" and phrases which communicate emotions more clearly than the rather limited vocabulary of elementary students. In particular, these words and phrases help students describe positive feelings and emotions. In our experience, elementary students are reluctant to communicate positive feelings and sentiments, and their vocabulary of "feeling words" is often loaded with words for describing negative feelings and sentiments.

While we encourage increased expression of both negative and positive feelings, we have found that it is particularly difficult to increase the expression of positive feelings. Many students in the fourth through sixth grades seem to believe that the expression of positive feelings and sentiments is "sissy" or a sign of weakness.

The teacher can increase the impact of these lessons by encouraging the expression of feelings and sentiments throughout the school day and by being receptive to the expression of negative feelings about classroom lessons and the curriculum. The modeling of positive sentiments and feelings toward students by the teacher should have a "disinhibiting effect" on students' expression of positive feelings. There is considerable evidence (cf. Bandura, 1969:192-199) that inhibitions can often be overcome by observation of a model exhibiting the inhibited behavior. The acceptance by the teacher of expressions of negative feelings about the class, the curriculum and assignments is equally important. Students who feel free to verbalize their feelings and anxieties about their school work can provide the teacher with valuable insights into the impact of his or her teaching, and such expressions will help the teacher better understand students' behavior in the classroom.

Lessons Dealing With Nonverbal Communication

These lessons are designed to give practice in both interpreting nonverbal communication and in expressing their sentiments, feelings and attitudes nonverbally. These lessons also help students discover the inadequacies of nonverbal communication. They teach students that the nonverbal expression of feelings and attitudes can be ambiguous and misleading, and they demonstrate the superiority of verbal communication of emotions.

Sequencing and Scheduling Core Communication Lessons

The first four lessons should be introduced en bloc in a four-week period. Two of these introduce the concepts of one-way and two-way communication, and the other two introduce the use of the "mouth". These four lessons should be preceded by a showing of the filmstrip, "Classroom Communication". The communication lessons should be introduced within the first month of the school year. These lessons will prepare the students for lessons in the other group processes areas by giving them practice in working together and by providing them with sufficient communication skills to participate successfully in group activities. The rest of the communication lessons may be conducted at intervals throughout the year. Please refer to the suggested lesson schedule included at the front of this volume for further details.

The Supplementary Lessons

The supplementary lessons are primarily designed for use in classes with particularly severe communication problems. If the diagnostic testing described in the next section and/or your own impressions and observations suggest a need for additional training in communication, the supplementary lessons should be used in addition to the core lessons.

The supplementary lessons may also be used in lieu of the core lessons if most of the students in your class have had previous experience with the S.E.L.F. program.

COMMUNICATION:

Diagnostic Survey

DIAGNOSING CLASSROOM COMMUNICATION

The primary focus of the following diagnostic survey is the students' perception of the distribution of communication throughout the classroom group. Accordingly, it should be administered near the beginning of the school year as soon as the classroom communication patterns become stabilized (this usually takes about four weeks). If you wish to determine whether or not the communication patterns of your classroom improve during the school year, you may readminister the survey at the end of the year and compare the post-test to the pre-test results.

The Communication Survey

The communication survey is similar to the sociometric survey described in detail in the Attraction section. The students are asked to name the three students the teacher most often listens to and the three students who most often talk during class discussions. As in the case of the three-choice sociometric survey, students in an "ideal" classroom would all receive an equal number of choices or nominations as the student who most often talks during class discussions and as the student most often listened to by the teacher. If the students in your class all receive between two and four nominations on both items, the communication structure of your class as perceived by the students would approach the ideal.

This survey does not measure all aspects of classroom communication. However, it does measure whether or not the students feel that everyone is listened to by the teacher and/or whether or not they feel that everyone volunteers comments and questions equally.

Administering the Communication Survey

The attached sample may be used as a duplicating master for creating a Thermofax ditto master or it can be directly duplicated if you have access to a direct copying machine.

Administer this survey after the fourth week of the school year in order to give the classroom communication patterns time to stabilize. As in the case of the sociometric survey, be sure the students work privately, and instruct them to avoid discussing their answers.

Scoring the Communication Survey

The attached score sheet can be used as a model for scoring the communication survey. Simply place a tally mark by the names of the students each time they are nominated as "most often listened to by the teacher" or as "most often participating in class discussions."

Analyzing the Data

Students who receive fewer than two nominations as most often listened to by the teacher are perceived by their classmates as either being ignored by the teacher or as avoiding talking to the teacher. Those who receive five or more nominations are perceived by their classmates as either being eager to communicate with the teacher or being called upon to answer questions or comment in class more often than most students. The teacher should make an effort to encourage students with low scores on this item to answer questions or comment more often in class. These students may be quite shy or distrustful of teachers or adults. As a result, they should receive as much praise and acceptance for their contributions as possible. Students who receive five or more nominations on this item can be a valuable resource if they are taught to encourage and praise other students when they volunteer to answer questions or direct comments to the teacher.

Students who receive fewer than two nominations as "most often participating in class discussions" are often perceived by their classmates as contributing relatively little in group activities. These students should be encouraged to take a more active role in class discussions, and "high talkers" (those who receive five or more nominations on this item) should be given the special task of encouraging greater participation from other students. It is not enough to merely encourage "low talkers" to participate more fully; as long as "high talkers" dominate class discussions there will be relatively few opportunities for others to participate.

It is difficult to specify the proportion of students who fall outside of the ideal range of two to four nominations in determining whether or not the class should be given supplementary communication lessons. As a crude rule of thumb, you may wish to conduct supplementary lessons if more than twenty-five percent of your students fall outside of this ideal range. If more than half of the students receive fewer than two or more than four nominations, the supplementary lessons are definitely called for. Supplementary lessons should be used in addition to the core lessons.

Observation Guide

The communication survey only measures the students' perception of classroom communication. The actual communication patterns of the classroom can only be discovered through direct observation. When observing communication patterns in the classroom, be alert to the possibility that some students or groups of students may not be part of the classroom communication channels. The boundaries of a social group are defined by its communication channels. If some students appear often to be left out of group discussions or unaware of rumors and gossip currently circulating among most of the other students, they may not be part of the group at all, or there may be two or more separate groups in the class.

The following questions will guide your observations and help you discover the communication patterns of the classroom:

A. Which students most often contribute to classroom and playground discussions? These students are the "high talkers" in the class and should be encouraged to ask others to participate.

B. Are any students discouraged from participating in discussions?

C. When the students must deal with "the authorities" (playground supervisors, the principal, and other adults), who acts as the spokesman for the group?

D. Are some feelings and opinions expressed on the playground but not in class? If so, students may need to be encouraged to express feelings openly through increased use of the "mouth" or through the use of supplementary lessons, such as COMM-13 "Feeling Mask" and COMM-14 "Ties" which encourage expression of feelings.

CLASSROOM COMMUNICATION

In most classes some students talk more often during class discussions than other students. Also, sometimes the teacher listens to some students more often than to other students. Please give your opinion (THERE IS NO RIGHT OR WRONG ANSWER) about who most often talks during class discussions and who is most often listened to by the teacher. You can list different people for each question, or you can list the same person for both questions. DO NOT LIST YOURSELF. Only your teacher will see your answers.

1. Which three students in this class does the teacher most often listen to?

(1)____________________ (2)____________________ (3)____________________

2. Which three students in this class most often talk during class discussions?

(1)____________________ (2)____________________ (3)____________________

CLASSROOM COMMUNICATION

In most classes some students talk more often during class discussions than other students. Also, sometimes the teacher listens to some students more often than to other students. Please give your opinion (THERE IS NO RIGHT OR WRONG ANSWER) about who most often talks during class discussions and who is most often listened to by the teacher. You can list different people for each question, or you can list the same person for both questions. DO NOT LIST YOURSELF. Only your teacher will see your answers.

1. Which three students in this class does the teacher most often listen to?

(1)____________________ (2)____________________ (3)____________________

2. Which three students in this class most often talk during class discussions?

(1)____________________ (2)____________________ (3)____________________

SCORE SHEET FOR "CLASSROOM COMMUNICATION"

Student's name	Most often talks during class discussions	Most often is listened to by the teacher
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
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31.		
32.		
33.		
34.		
35.		

COMMUNICATION:

CORE LESSONS

TITLE: THE MOUTH COMMUNICATION Grades 4, 5, 6

GOAL: To give a wider variety of students a chance to participate in small group discussions and to promote listening skills.

ABSTRACT: A bean bag is introduced to the class as the "mouth", along with the rule that, when the mouth is used, only the person holding the mouth may talk. The teacher must also obey the "rule of the mouth" except when she/he speaks to maintain order.

MATERIALS: One bean bag filled with light styrofoam pellets for every 10 students.

PROCEDURE:

1. Before small group discussions or class discussions, the bean bag "mouths" are shown to the class and the following rules for use are explained:
   a. Only the person with the mouth may talk.
   b. Students who wish to talk must raise their hands.
   c. When the person talking is finished, she/he chooses the next person to speak by passing the mouth.
2. Encourage everyone to talk.
3. When the mouth is in use, the teacher is required to have the mouth in order to make comments, except those that involve discipline and class order.
4. VARIATION: The mouth may be passed around a circle of students. If a person wishes to participate, he keeps the mouth; if one does not wish to participate, he simply passes the mouth on to the next person.
5. As an introduction to the use of the mouth and its rules, present some of the following questions one at a time to the class for discussion:
   a. What is the biggest problem our principal has to face?
   b. What will be the hardest thing about going to junior high?
   c. Do you think the eldest child has an easier time or a harder time than the other children in the family? Why?
   d. What is the biggest reason friends get into a fight with each other?
   e. How old do you think people should be before they get married? Why?
   f. If we could throw out one subject in our school, what would you choose? Why?
   g. Do you think that the Boy Scouts should be changed so that girls can join? Why?
   h. If it were possible for your mom or dad to be president of the United States, would you want her or him to take the job? Why?
   i. How much TV do you think kids your age should be allowed to watch?
   j. Do you think parents should tell their kids that they may not see a movie like JAWS?

DISCUSSION:

1. Was everyone given a chance to speak?
2. Did using the "mouth" help the discussion?

TITLE: NUMBER ONE BAD GUY COMMUNICATION Grades 4, 5, 6

GOAL: To continue with the use of the "mouth" to help students learn to take turns and listen to each other in group discussions.

ABSTRACT: Given the rules of the "mouth", students are asked to discuss characters in a story and rank them in terms of whether they agree with the decisions these characters made.

MATERIALS: "Mouth" for each group of 10 students; story sheet for each student.

PROCEDURE:

1. Select one of the following worksheets for the appropriate grade level and read the story to the class: The Decision, The Rent's Due, or Mine Disaster.
2. Divide the class into groups of 9 or 10 students.
3. Instruct the students to make a group decision as to the rank order of the characters in the story according to how wrong they were.
4. After all groups have finished their discussions and rankings, ask them to share their findings. Discuss differences and similarities in lists.

DISCUSSION:

1. Why did you rank the characters the way you did?
2. Why were your decisions different from or similar to the other groups?
3. How well did your group obey the "rule of the mouth"?
4. Did everyone in the group feel that he/she got a chance to participate in the discussion?

COMM-2

STORY FOR FOURTH GRADE

NUMBER ONE BAD GUY: THE DECISION

At the beginning of the week, the teacher assigned a math packet to be turned in Friday morning. It's now Thursday, and most of the class is finished except for Butch. The teacher reminds him that if the packet is not turned in Friday morning, she will have to call his parents.

Butch says, "Don't worry, Teacher, I have the situation under control."

Butch spends Thursday "goofing off" in class. As Butch leaves Thursday without the math packet, his teacher reminds him that he will have to do the work at home this evening in order to have the work done by Friday morning. Butch suddenly remembers that the play-off game is at 5 o'clock this afternoon. Butch is the team's best pitcher and has been practicing very hard for this important game. He knows his team needs him to play. He explains all this to his teacher and asks her if he can't turn his math packet in on Monday. She is understanding but finally decides that since Butch has had all week to work on the assignment and since she has reminded him several times, she must say no. The work must be in by tomorrow.

Butch doesn't know what do do. He runs to his best friend's house and tells him about his problem. His best friend, Bill, has finished the packet and is ready to turn it in. He's not going to the baseball game, but he understands how important this play-off game is to Butch. Butch finally asks Bill if he can copy all the answers from Bill's math packet. Bill has a hard time making Butch understand when he says, "No, you can't copy my answers." Bill feels very strongly that people should not cheat and he says he's sorry but he cannot give Butch the answers.

Butch goes to the game. It's a close game and his skills as a pitcher are certainly needed. His team wins 2 to 0, a shut-out because of Butch. The game is over and Butch is alone in the dugout. He notices that a team member, Steve, has forgotten his math book in the dugout. He thumbs through the book and out falls a completed math packet with all the problems answered. Butch stuffs it in his jacket, takes it home and changes the name to his own.

But Butch wasn't alone in the dugout. Charley, the team's catcher was behind one of the lockers. He saw Butch take the packet. He recalled the reminders from the teacher to Butch. "He didn't get it done," says Charley, "and now he took Steve's packet." He likes Butch and can't stand Steve. Should he tell on his friend? Maybe Butch will get in really serious trouble and be kicked off the team. Then what will they do? The championship game is coming up and without Butch, they'll never win. Charley decides not to say anything.

The next day, Butch turns in a completed math packet. Steve discovers that he has lost his, and the teacher says she must call his parents at lunch. Charley says nothing.

COMM-2

PROJECT S.E.L.F. WORKSHEET

NUMBER ONE BAD GUY: THE DECISION

There are four characters in this story who make certain decisions: Teacher, Butch, Bill, and Charley. Some of you may think that what they did was right, and some of you may think that they did the wrong thing. Discuss as a group what each person did. As a group decide which person did the most wrong, and list that person in the space below as the #1 Bad Guy. Then decide whom you would rank as the #2 Bad Guy. Do this until you have ranked all four characters.

WHAT WAS YOUR GROUP'S DECISION?

#1 Bad Guy ______________________________

#2 Bad Guy ______________________________

#3 Bad Guy ______________________________

#4 Bad Guy ______________________________

OTHER GROUPS' DECISIONS:

	Group #1	Group #2	Group #3
#1 Bad Guy			
#2 Bad Guy			
#3 Bad Guy			
#4 Bad Guy			

STORY FOR FIFTH GRADE

NUMBER ONE BAD GUY: THE RENT'S DUE

WIDOW GREEN has recently taken over her late husband's meat market. Business has been poor because a large supermarket opened down the street. For the last couple of months, she has been unable to pay the rent on time. In the past, her landlord, MR. GRAY, has given her more time, but now he is out of work and needs the money for his large family. He tells Widow Green that she has two weeks to pay the rent or he must force her to move out.

Widow Green becomes desperate. She knows that she cannot earn the rent money in two weeks, so she decides to go to the bank for a loan. The bank manager, MR. FARGO, turns down her request for a loan because he doesn't think that she can be successful with her late husband's business. Widow Green pleads with him, saying, "If I have enough time, I know my market will make money." Mr. Fargo replies, "I'm sorry, Widow Green. I have to protect the people who put their savings in this bank. You are not a good risk."

Poor Widow Green. She became so upset that she couldn't eat her dinner and burst into tears. Her 12-year-old son, STANLEY, begged to know what was wrong. In her distress, she broke down and told him the whole story, and added, "Don't worry, Stanley. I'll take care of it."

The next morning, Widow Green decided that the only way she could earn the money was by placing her thumb on the scale while weighing the meat so that it would appear that the meat weighed more than it actually did. That way, she could get more money for each piece of meat. Widow Green knew that her plan meant that she would be cheating all of her customers, many of whom were her friends and neighbors; but she was determined to keep the meat market.

Meanwhile, Stanley had a plan, too. One of his classmates had just been given a new ten-speed bike for his birthday. That afternoon, while the team was at basketball practice in the gym, Stanley cut the lock on the new ten-speed bike and stole it. He planned to sell the bike and give the money to his mother.

COMM-2

PROJECT S.E.L.F. WORKSHEET

NUMBER ONE BAD GUY: THE RENT'S DUE

There are four characters in this story who make certain decisions: Widow Green, Mr. Gray, Mr. Fargo, the bank manager, and Stanley, the son. Some of you may agree with what they did. Some of you may disagree with what they did and may think their decisions were wrong. As a group discuss what each person did. As a group, decide which person did the most wrong, and list that person in the space below as the Number One Bad Guy. Then decide whom you would rank as the #2 Bad Guy. Do this until you have ranked all four characters.

WHAT WAS YOUR GROUP'S DECISION?

#1 Bad Guy ______________________________

#2 Bad Guy ______________________________

#3 Bad Guy ______________________________

#4 Bad Guy ______________________________

OTHER GROUPS' DECISIONS:

	Group #1	Group #2	Group #3
#1 Bad Guy			
#2 Bad Guy			
#3 Bad Guy			
#4 Bad Guy			

STORY FOR SIXTH GRADE

NUMBER ONE BAD GUY: MINE DISASTER

The year is 1910. The scene is the mining town of Silver City.

Dan has been in love with Janie ever since he can remember. Now his dream will come true - she has agreed to marry him. But Janie is a very daring and adventurous girl. She likes to take chances even though Dan tries to talk her out of her escapades.

She has decided to go exploring in the old abandoned mines that are around their mining town. She knows it is dangerous but the risk and the adventure of the lonely, dark mines intrigue her so much that she tells Dan not to be such a worrier, and off she goes.

There is a cave-in, and Janie is trapped in the mine. The mine workers estimate that she has 24 hours of air left in the shaft and then it's goodbye Janie. Dan goes to Mitch West who is a mine foreman and has rescued other miners before. Mitch feels it's too risky to rescue Janie - he can't ask other miners to go with him - she shouldn't have been there in the first place.

"Why, just last year in a rescue attempt of a miner, two men were killed," he tells Dan.

Dan pleads with him and Mitch finally agrees to attempt the rescue if Dan will finance it for $10,000. In this way, if something happened to him or anyone else involved in the rescue, their families would be taken care of financially.

Dan goes to his father for the money. His dad has a laundry in the mining town and works very hard. He has been saving money for the past five years to get an operation for Dan's little sister so she can walk without a cane. His dad says no - it's taken him too long to save the money - the child deserves to walk and run like other children.

"But, Dad," Dan pleads, "it's to save a life. My sister is alive. Janie won't be by tomorrow."

"No," says his dad, "you'll have to find another way."

Well, Dan does find another way. He robs the Sundance Mine payroll and gives the money to Mitch who puts together a rescue and saves Janie just in time. She was just beginning to turn blue.

Dan is prosecuted for the theft and receives a 10-year jail sentence. He goes to jail, and Janie visits him faithfully the first year, promising to wait for him. But Janie is 21 years old and Dan won't get out for another 9 years. She has long talks with Jake Culver, Dan's best friend and the son of the mine company's owner. Jake falls in love with Janie and courts her with much determination. He will not take no from her, and finally she agrees to marry him. She doesn't really love Jake but with all his money, she can help Dan's family, especially his little sister.

COMM-2

PROJECT S.E.L.F. WORKSHEET

NUMBER ONE BAD GUY: MINE DISASTER

There are five characters in this story: Dan, Janie, Mitch, Dan's father, and Jake Culver. Each person makes certain decisions. Some of you may think that what they did was right, and some of you may think that they did the wrong thing. Discuss as a group what each person did. As a group decide which person did the most wrong, and list that person in the space below as the #1 Bad Guy. Then decide whom you would rank as the #2 Bad Guy. Do this until you have ranked all five characters.

WHAT WAS YOUR GROUP'S DECISION?

#1 Bad Guy ______________________

#2 Bad Guy ______________________

#3 Bad Guy ______________________

#4 Bad Guy ______________________

#5 Bad Guy ______________________

OTHER GROUPS' DECISIONS:

	Group #1	Group #2	Group #3
#1 Bad Guy			
#2 Bad Guy			
#3 Bad Guy			
#4 Bad Guy			
#5 Bad Guy			

TITLE: TELL IT LIKE IT IS COMMUNICATION Grades 4, 5

GOAL: To introduce the concepts of one-way and two-way communication and to establish a norm supporting maximization of two-way communication.

ABSTRACT: A student is shown a design. He must instruct another student how to draw the design without showing it to him.

MATERIALS: Printed pattern sheet for each design to be used; question-mark cards.

PROCEDURE:

1. Introduce the concepts of one-way and two-way communication and briefly describe the lesson to the class. (One-way communication occurs when the speaker does not allow the listeners to ask questions or participate in a dialogue. Two-way communication occurs when the listeners ask questions, give feedback, or take an active role in the discussion.)
2. Explain that the first series of trials will involve only one-way communication.
   a. Select a volunteer to describe a drawing to the whole class, using one-way communication. Be sure that the class understands that they may not ask questions or give the speaker clues concerning his success or lack of it.
   b. Have the students hold up their drawings and show them the original design that the speaker was describing.
   c. Ask the students to tell the class what made this task so difficult.
   d. Repeat the procedure several times.
3. Select two volunteers and send one to the blackboard. Instruct the student at the board to draw what the second student describes.
   a. Give the second student a design drawn on a sheet of paper, and tell him to describe the design to the student at the board (from the back of the room to increase the attention of the rest of the class).
   b. Tell the student giving the instructions that he/she may instruct the student at the board to make changes at any time. Be sure to tell the class that this is a form of two-way communication (the drawing provides the student describing it with information concerning the success of his instructions).
4. After the above procedure has been repeated several times, select a volunteer to give directions again to the whole class. This time allow questions or pass out a piece of colored paper with a question mark on it to each student. Tell the students they may show the speaker their question marks when they do not understand the speaker's directions.

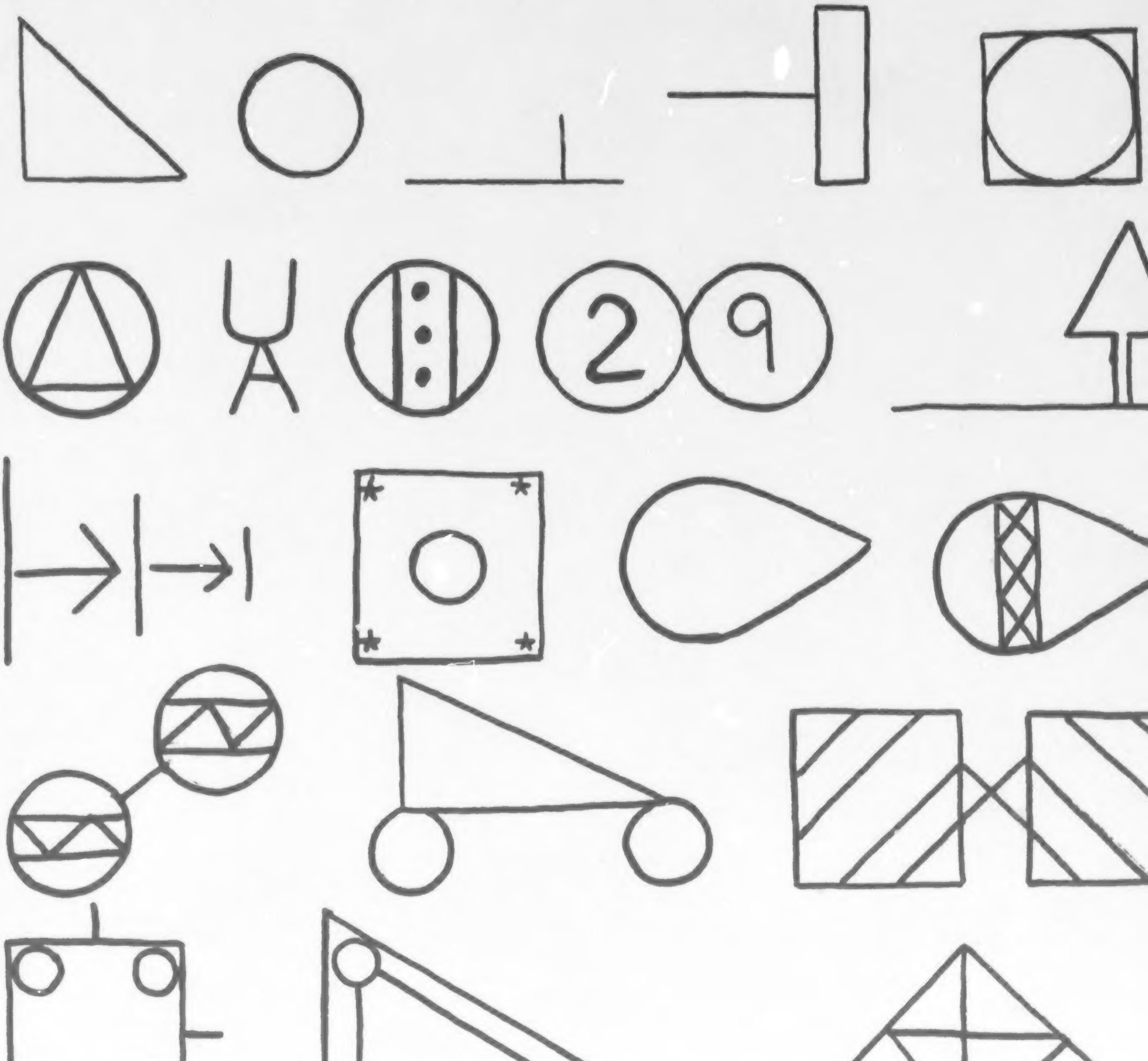
DISCUSSION:

1. What are some things you have learned about giving directions?
2. What are some things you have learned about receiving directions from others?
3. Can you think of times when one-way communication would be best for the classroom? Why?

94

4. Can you think of times when one-way communication would not be so good?
5. How can we use our question marks in everyday classroom situations?
6. Do we have enough two-way communication between the teacher and the class?
7. Is there enough two-way communication among the students in this class?

PROJECT S.E.L.F. SUGGESTED PATTERNS
TELL IT LIKE IT IS



COMM-4

TITLE: BACK TO BACK   COMMUNICATION   Grade 6

GOAL: To review the concepts of one-way and two-way communication.

ABSTRACT: Two students sit back to back while one student directs the other on how to assemble tangram puzzle pieces.

MATERIALS: Tangram puzzle pieces or other geometric shapes cut from stiff paper or cardboard and printed puzzle designs for each group.

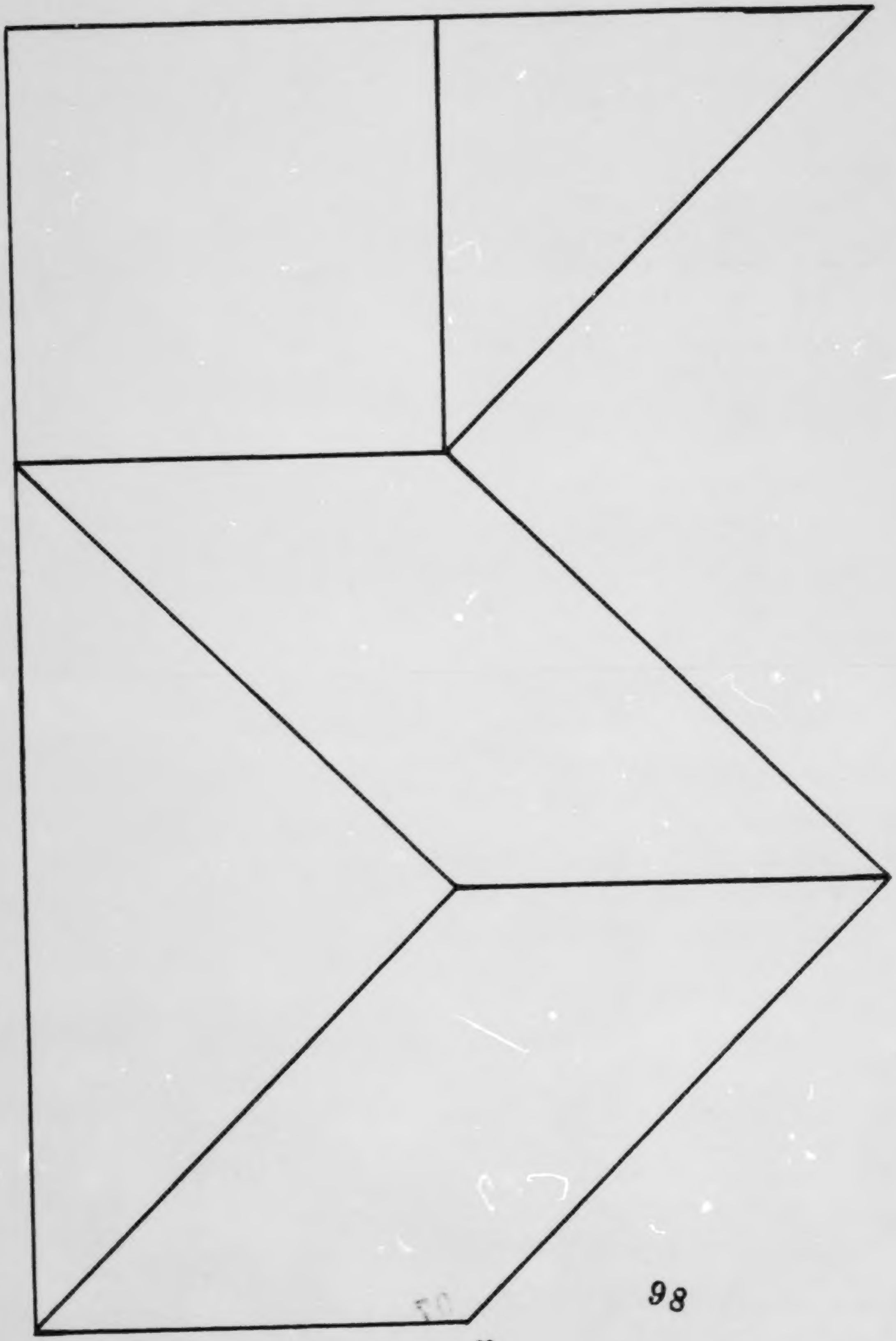
PROCEDURE:

1. Divide the class into groups of about ten children and separate the groups enough to minimize distraction.
2. Select two volunteers from each group and seat them back to back with the remainder of their group gathered around them.
3. One student receives an envelope containing the tangram pieces and is instructed to assemble a design using some or all of the pieces. The second student will describe the design to him while viewing a picture of the design.
4. A condition of one-way communication exists where the assembler cannot ask any questions and the observing group is silent and gives no clues.
5. After a few pairs have tried various diagrams, implement the variations listed below:
    a. Variation #1 "Take a Peek." Same as above except that the student assembling the puzzle is given a 3-second peek at the design.
    b. Variation #2 "Face to Face." The two student volunteers face each other so that the direction giver can see what the assembler is doing.
    c. Variation #3 "Face to Face/Take a Peek." The two students face each other and after a brief period of direction-giving the assembler is given a 3-second peek at the design.

DISCUSSION:

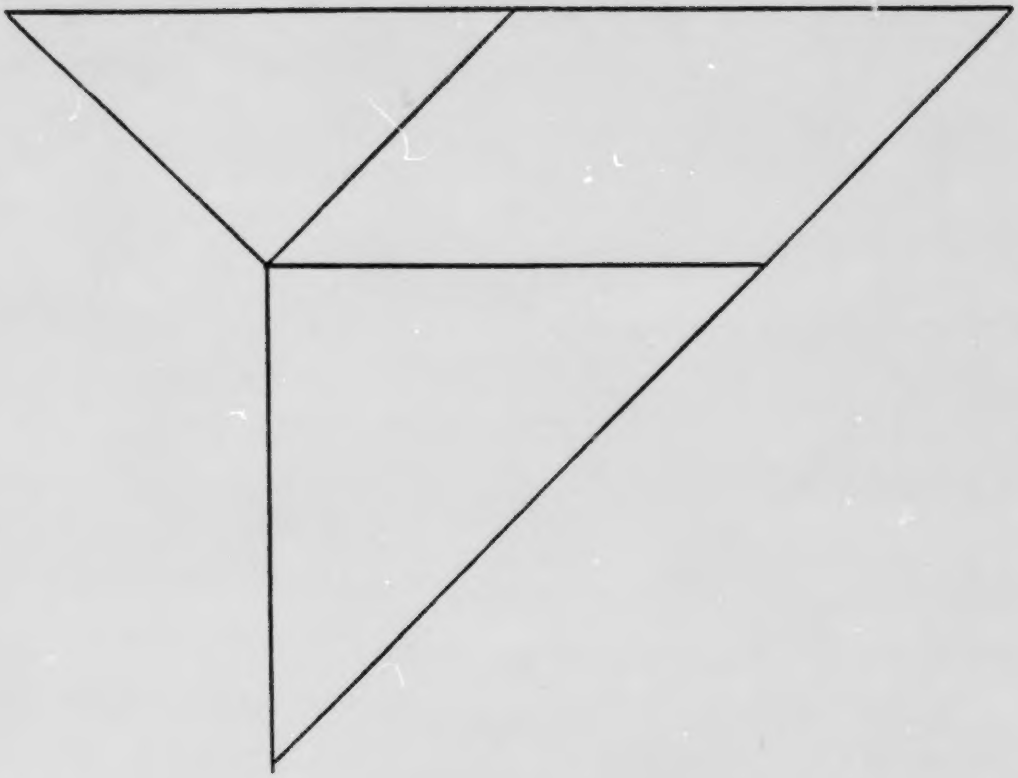
1. What parts of this task were the hardest? Why?
2. What parts of this task were the easiest? Why?
3. What emotions did you notice in the student volunteers?
4. Which is better, one-way or two-way communcation?
5. When is one-way communication best? Why?
   When is two-way communication best? Why?
6. Do we have enough two-way communication in the class?

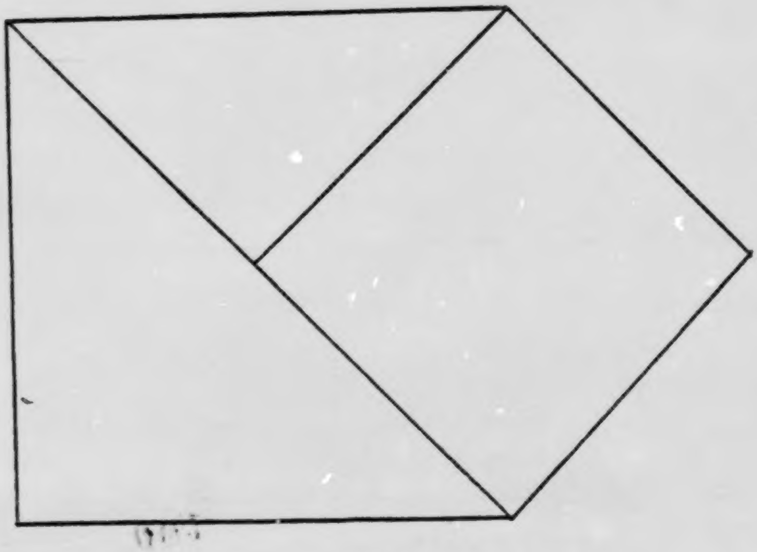
Tangram pieces



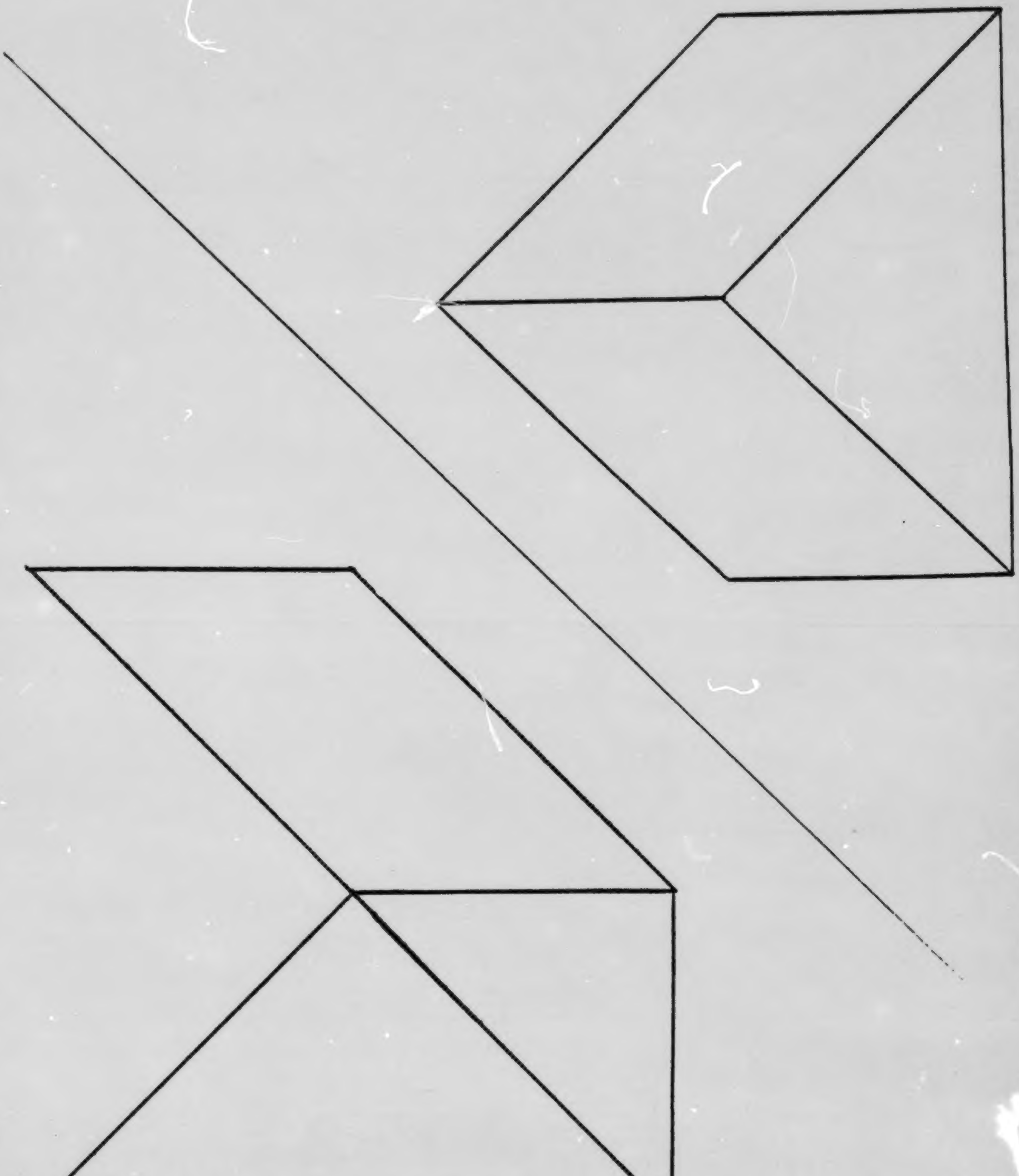
98

Sample Puzzle Designs

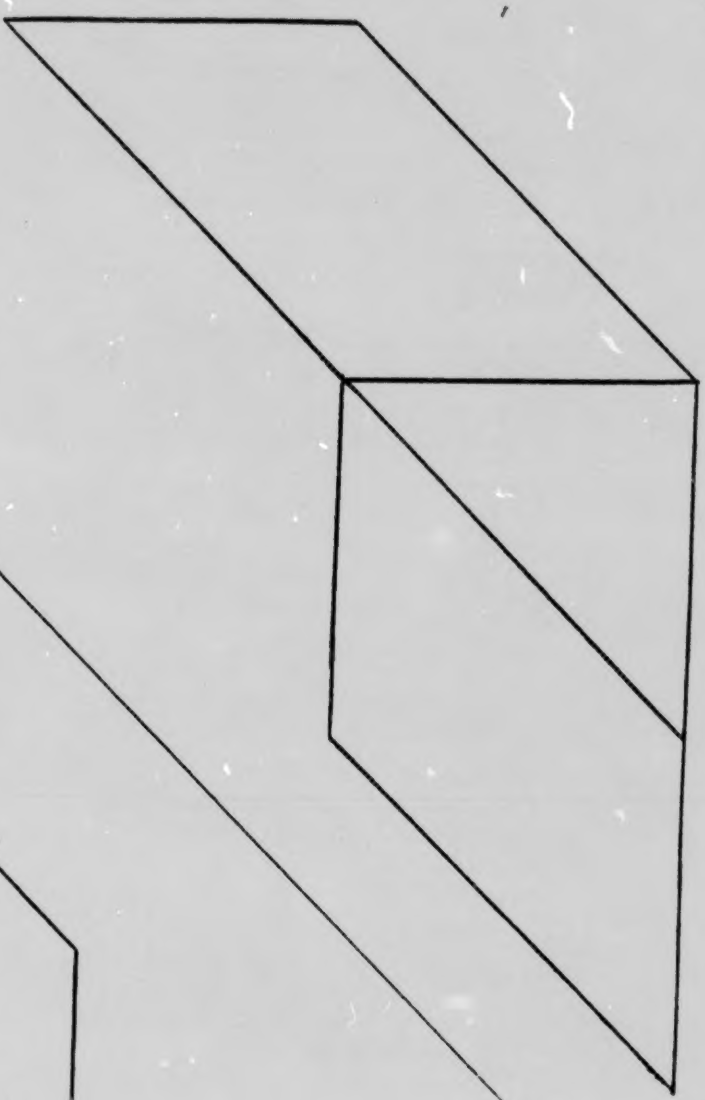


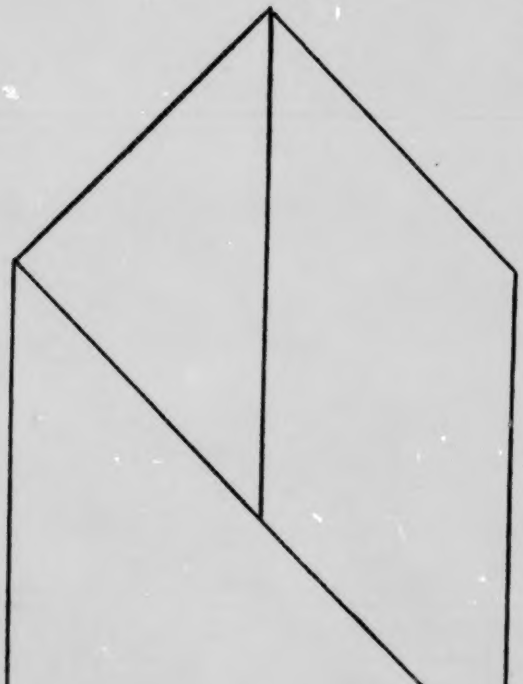


Sample Puzzle Designs



Sample Puzzle Designs





TITLE: ONE-WAY COMMUNICATION GONE WRONG   COMMUNICATION   Grades 4, 5, 6

GOAL: Review the concept "one-way communication"; explore circumstances that interfere with effective one-way communication; introduce the concept "two-way communication."

ABSTRACT: Students explore the nature of one- and two-way communication. They learn to distinguish which is appropriate for various situations and discover some common behaviors which disrupt the flow of effective one-way communication.

MATERIALS: Posterboard and colored pens.

PROCEDURE:

Grades 4, 5

1. Make a poster using the example provided in this lesson. Use of an opaque projector may facilitate reproduction.
2. Continually refer to sections of the poster which depict the type of communication being described.
3. Repeat segment of COMM-3 which introduced one-way communication. A volunteer student is shown a design he has never seen. He then directs the rest of the class on how to draw that design. A condition of one-way communication is imposed. Refer to Example A on the poster.
4. Repeat Number 3 above. A student directs the rest of the class on how to reproduce a drawing, but this time arrange ahead of time that two students are to carry on a conversation which hinders the student giving clear one-way directions. Discuss why the one-way communication was hindered, and refer to Example B on the poster.
5. Repeat Number 3 above, only this time allow for questions from the audience. Prearrange that one student will interrupt the directions with premature questions. Refer to Example C on the poster. Discuss the importance of waiting until one-way communication has ended before asking for two-way communication. Perhaps arrange a signal or holding period where listening is the task followed by a question period.
6. Introduce the following activity: Ask students to take a paper and pencil. They must listen to a number of directions before they can pick up the pencil and begin the task. Do this several times - each time giving more and more directions; such as, draw a circle, place an A in the center, draw a line under the A, draw a box around the circle. Discuss the problems and frustrations resulting from being asked to receive too much information. Refer to Example D of the poster, and point out that one-way communication which is too long or consists of too many directions breaks down.
7. For remainder of time, divide class into groups where they can repeat the activity, alternating between conditions of one-way and two-way communication. Point out two-way communication on Example E of the poster and describe.
8. Bring group together for discussion and evaluation.

Grade 6

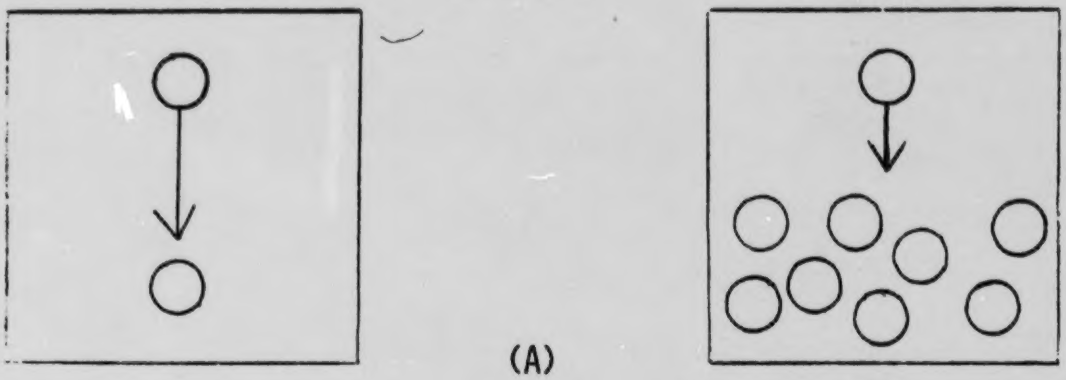
1. Make a poster using the example provided in this lesson. Use of an opaque projector may facilitate reproduction.
2. Continually refer to sections of the poster which depict the type of communication being described.
3. Repeat segment of COMM-4 which reviewed one-way communication. One student receives an envelope containing the tangram pieces and is instructed to assemble a design using some of all of the pieces. The second student will describe the design to him while viewing a picture of the design. A condition of one-way communication exists where the assembler cannot ask any questions and the observing group is silent and gives no clues.
4. Repeat Number 3 above. This time arrange ahead of time that two students in the observing group are to carry on a conversation which hinders the student giving clear one-way directions. Discuss why the one-way communication was hindered, and refer to Example B on the poster.
5. Repeat Number 3 above with a new pair of students, only this time allow for questions from the assembler. Prearrange that the assembler will interrupt the directions with premature questions. Refer to Example C on the poster. Discuss the importance of waiting until one-way communication has ended before asking for two-way communication.
6. Review the activities as described in Number 6 in the Procedure for Grades 4, 5. Refer to Example D of the poster, and point out that one-way communication which is too long or consists of too many directions breaks down.
7. Bring group together for discussion and evaluation.

DISCUSSION:

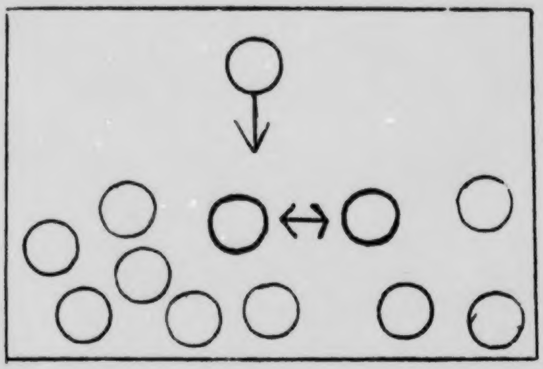
1. When is one-way communication most effective in our classroom?
2. What conditions interfere with good one-way communication?
3. When is two-way communication most effective in our classroom?
4. What happens when we use one-way communication when we should be using two-way communication? Give examples.

ONE-WAY COMMUNICATION GONE WRONG

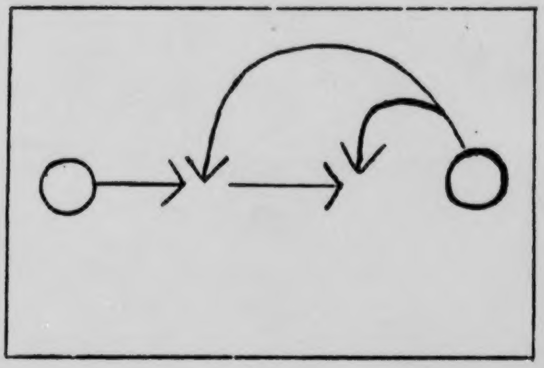
Sample Chart



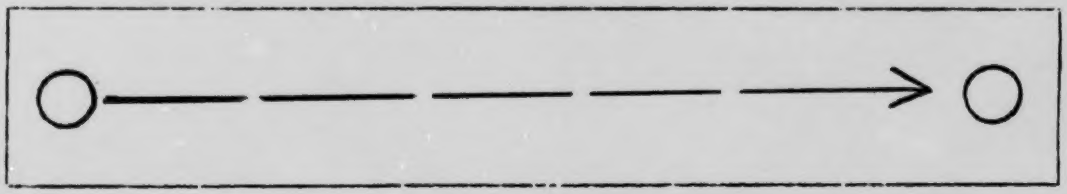
(A)
ONE-WAY COMMUNICATION



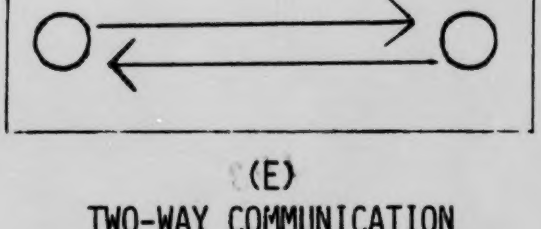
(B)
DISTRACTION



(C)
ASKING QUESTIONS TOO EARLY



(D)
TOO MANY DIRECTIONS; TOO MUCH ONE-WAY COMMUNICATION



(E)
TWO-WAY COMMUNICATION

TITLE: ONE-WAY TELEPHONE COMMUNICATION Grades 4, 5, 6

GOAL: To allow students to experience the difficulty of transferring information accurately through a chain of persons in one-way communication situations.

ABSTRACT: Children explore the problem of communicating a message, through a chain of people. They experiment with chain communication using both one-way and two-way communication.

MATERIALS: Short descriptive passages describing the actions of a group of students. Each grade level will use different stories.

PROCEDURE:

1. Introduce lesson as follows:

   "We have been discussing one-way communication and two-way communication. We have found that two-way communication is usually better because you can ask the person questions and find out what he really means and what he wants you to do. In one-way communication, you are often confused and don't understand what was said to you. Now what would happen if you had to pass the information you received to someone else? Someone told you something in a one-way situation where you could not ask any questions or say anything. Now you have to repeat what you were told to a third person. Today's activity will demonstrate this situation. We call it 'One-Way Telephone'."

2. Five volunteer students are asked to leave the room. A story is passed out to all the remaining students so they can read along and note what changes occur as the story passes from student to student. Call the first volunteer into the room and read the story to the student. Call the second volunteer and ask the first person to repeat the story to the second person. Do this with the third, fourth, and fifth volunteers. Ask the last person to repeat his final version of the story to the whole class.

3. Ask the audience to note how the story changed as it was told from student to student. What was left out, what might have been added?

   IMPORTANT: Remind students that they must not ridicule the volunteers because they may have made mistakes when repeating the story.

4. Repeat this procedure again. It is wise not to repeat the procedure for too many trials because students might become more interested in "goofing-up" the story than in retelling it correctly.

5. Discuss the experience: What happens on the playground when a story is passed from person to person?

DISCUSSION:

Introduce the students to the notion of "hearsay" evidence and the danger of inaccuracy when a child reports an event to the teacher that he did not actually witness himself. Ask the students:

1. Does this ever happen when students get into trouble or break school rules on the playground?

2. Should teachers punish children when the teachers did not actually witness the rule violation?

3. Should teachers punish students when students reporting rule violations did not actually witness them?

PROJECT S.E.L.F.

SUGGESTED STORIES FOR ONE-WAY TELEPHONE

Fourth Grade

1. During the baseball game, Jimmy's shoe came off while he was running to first base.
2. The teacher said to do our spelling words first and then we could color our folders.
3. Mom said to go to the store and get some bread, milk, apples, and dishwasher soap.
4. The teacher had to go to the office and when she was gone, Billy and Danny started throwing a yellow ball in the classroom and it hit a vase of flowers on the teacher's desk and broke the vase.
5. Saturday, two boys were riding their bikes around school and one of the boys fell off his bike and broke his right leg. An ambulance came and took him to the hospital

Fifth Grade

1. At lunch recess, three 6th-grade boys were chasing a little girl with red hair and a green jumper. They told her they were going to catch her and make her eat worms. She was crying.
2. A large shaggy dog with black hair chased Mr. Wilson's cat. The cat ran up the tree in Timmy's yard and now the cat won't come down.
3. Last Halloween, two kids dressed up as a witch and Batman were running down Second Street, and the witch kid fell and dropped all his candy on the sidewalk and some of it even rolled into the street.
4. Robbie came up to bat and the pitcher threw the ball and it accidentally hit Robbie on his left leg above the knee. Robbie got so mad that he threw his bat down.
5. Mom said to go to the store and get wheat bread, cottage cheese, oranges, milk and white thread.

Sixth Grade

1. The teacher said to read Chapter Six and answer the first four questions at the end of the chapter before lunch. If we finish early, we can ask the teacher for a library pass.
2. At lunch recess, four 5th-grade boys went into a primary bathroom, and one of the boys--he was wearing a green sweatshirt with a duck on it--slipped and sprained his right ankle, and so everyone found out they went into that bathroom.
3. The boys sitting at the table in the back of the cafeteria started throwing empty milk cartons at a group of girls sitting at the next table. When all the girls got up and left, the boys had to hurry and pick up the cartons before Mr. White saw what was going on.
4. I was in the back seat of the car on the driver's side and we came to this flashing light stop sign. We stopped, looked, and went left, but a car ran the stop sign and came right towards where I was sitting. He slammed on his brakes just in time.
5. At the supermarket on Saturday, a lady was shopping and she had two children in her shopping cart, about 5 and 3 years old. They were being monstrous, throwing groceries out of the cart. Some of the people in the store were laughing and some of the people felt sorry for the lady. When she was buying meat, one of the children fell out of the shopping cart, and hit her head on one of the shelves, but since the shelf only had bread on it she didn't hurt her head, but she made a mess out of the bread.

COMM-7

TITLE: AIRPORT * COMMUNICATION Grades 4, 5

GOAL: To allow students to compare one-way to two-way communication and to evaluate the relative effectiveness of the two types of communication. To increase trust among class members.

ABSTRACT: A blindfolded student receives directions that maneuver him through an obstacle course.

MATERIALS: Boxes, cartons, egg cartons, plastic bottles, anything that can be used as obstacles that will not injure children when they collide with them.

PROCEDURE:

1. Describe the following situation to the class: The setting is an airport. Due to a heavy fog condition, airplane pilots cannot see the runway and must depend on the control tower to guide them down the runway for their landing.
2. Ask one volunteer student, who does not object to being blindfolded, to be the pilot. A second volunteer student is the control tower and stands at the opposite end of the runway. Either volunteer can "bail out" (decide to leave the activity) at any time during his part. If at any point during the activity a student wishes to withdraw, replace him with a new volunteer from the group.
3. The remaining students sit on desks or on tables and form the runway. (It is best not to have the runway students stand because they have a tendency not to keep their position.) To promote a wider variety of student contact, alternate boys and girls when you form the lines for the runway. This practice should also decrease disruptive behavior from the students forming the runway.
4. The students forming the runway have to be absolutely quiet so that messages between the pilot and the control tower can be heard.
5. After the blindfolded student is in position at one end of the runway, the teacher places various obstacles on the runway.
6. The control tower must give verbal directions to guide the pilot down the runway so that the pilot does not touch any obstacles.
7. In one example: The airplane's radio is broken and the pilot cannot talk to the control tower. This situation demonstrates one-way communication. In the other example: The mechanic is able to fix the radio and the pilot can talk to the control tower. This situation demonstrates two-way communication.
8. Have several new pairs of students participate in the exercise, and make sure that some of these pairs use one-way communication while others use two-way communication.
9. As time permits, allow as many additional pairs of students as possible to participate in the exercise. Allow these additional pairs to decide whether they want to use one-way or two-way communication.

DISCUSSION:

1. What directions did pilots find most helpful? Least helpful?
2. Did the pilots feel confident about the control tower and the control tower's directions?
3. Is this feeling of confidence important?

4. How did control towers feel about the way the pilots handled their directions?
5. Were the control towers ever frustrated or angry at the pilots? How did they feel when the pilot touched an obstacle? Did they feel responsible or did they feel that it was the pilot's fault?
6. What differences did students notice in the two example situations where one way and two-way communications were demonstrated?
7. In subsequent turns, did most teams choose one-way or two-way communication?
8. Which choice seemed to be most effective?

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* From HUMAN VALUES IN THE CLASSROOM by Robert C. Hawley and Isabel L. Hawley, copyright 1975 Hart Publishing Company, Inc.

TITLE: MOTO-CROSS COMMUNICATION Grade 6

GOAL: Demonstrate one-way or two-way communication situations and increase trust among classmates.

ABSTRACT: In groups of three, a blindfolded student receives directions on how to move through a paper and pencil maze task.

MATERIALS: Maze patterns for each student, pencils, one blindfold for every three students.

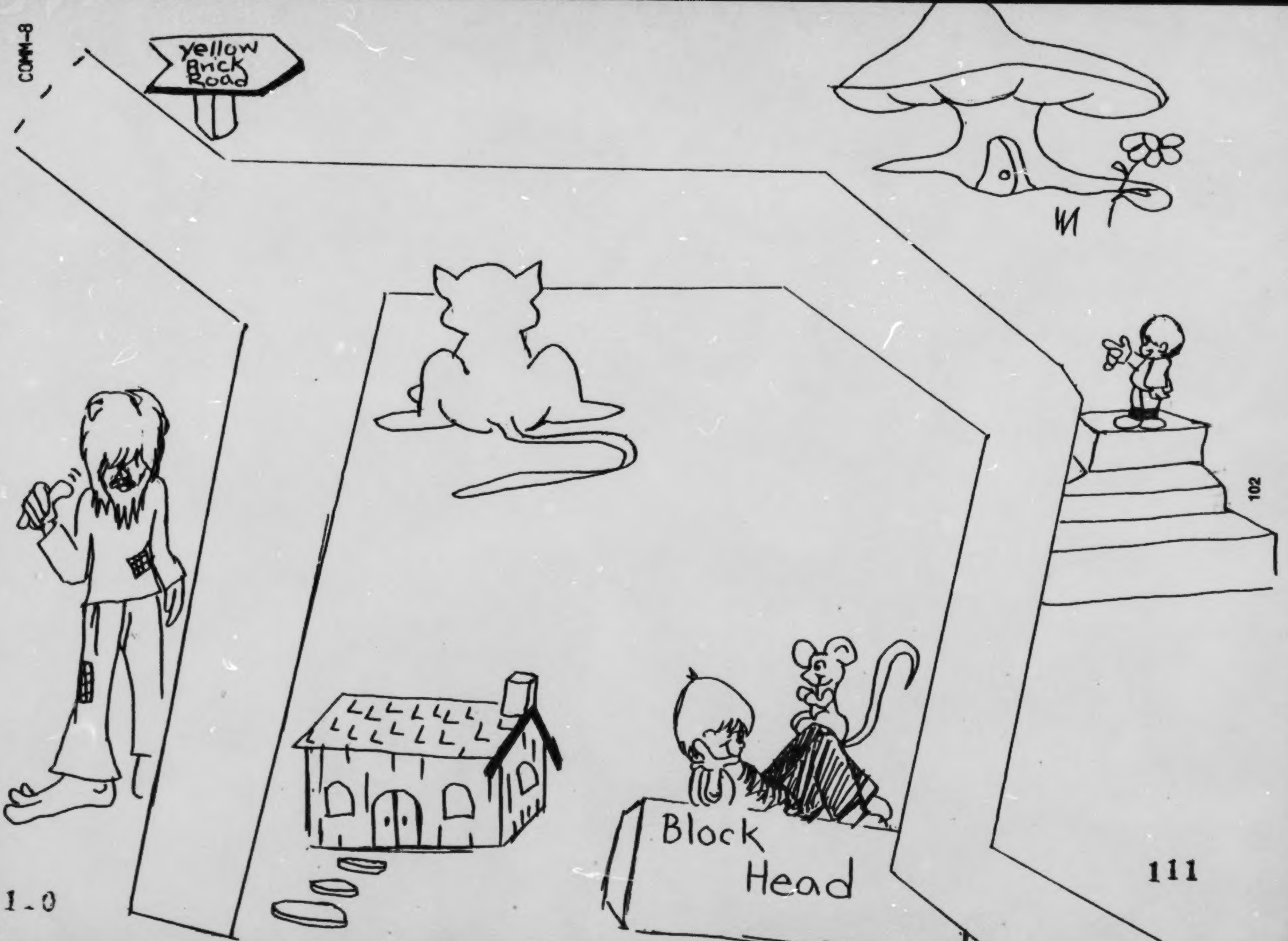
PROCEDURE:

1. Divide class into groups of three. Each team of three is going to enter a moto-cross race. One person will be the driver, one person will be the navigator, and one person will be the starter. This will be a paper and pencil task where the driver moves his pencil through the course trying not to touch or cross any lines. Unfortunately, the driver in each team has temporarily become blinded and must agree to be blindfolded. The driver must depend on the navigator's oral directions to get through the course. The starter will place the driver's pencil at the starting line, will signal the race to begin, and will record the number of times the driver touches or leaves the track. This is not a timed race.
2. Pass out moto-cross maze patterns. For the first trial, tell the teams that one-way communication exists. There can be no talking from driver to navigator.
3. Pass out new moto-cross maze patterns. For this trial, have team members change roles. During this trial, two-way communication exists and the driver can talk to the navigator.
4. Pass out new moto-cross patterns. For the third trial, have team members change roles. In this trial, teams can choose whether they want one-way or two-way communication. Once the choice is made, they must continue with that condition throughout.
5. Once students have had an opportunity to practice the various mazes, you may want to add timed trials.

DISCUSSION:

1. How did it feel to play the various roles (driver, navigator, starter)? Which role did you like best? Least? Why?
2. What differences did you notice between one-way and two-way communication trials? Which seemed to be most effective? (Students may discover in this exercise that one-way communication is better. Discuss situations where you must listen and concentrate to be successful.)

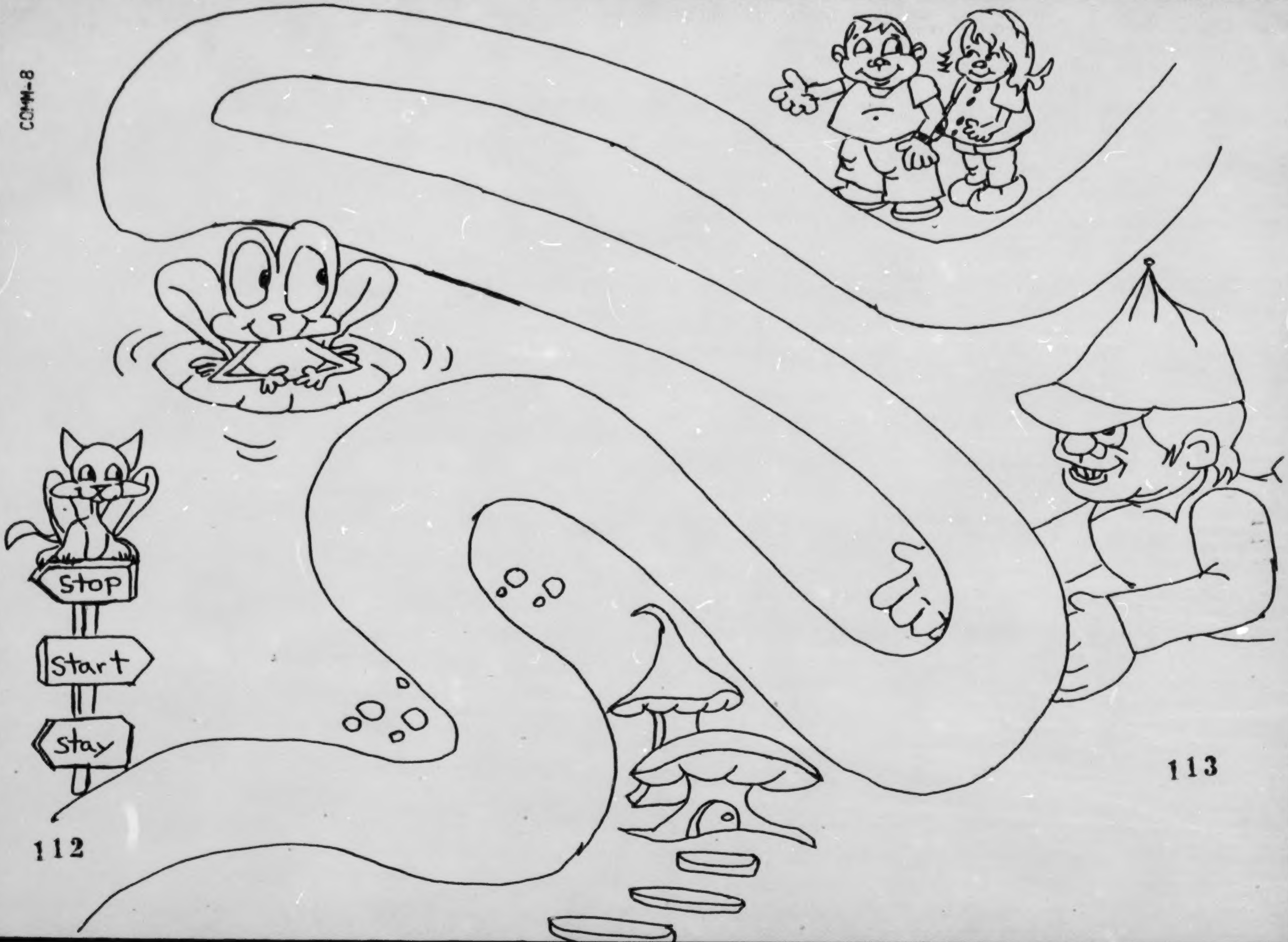
COMM-8


yellow Brick Road
Block Head

102

1-0

COMM-8


Stop
Start
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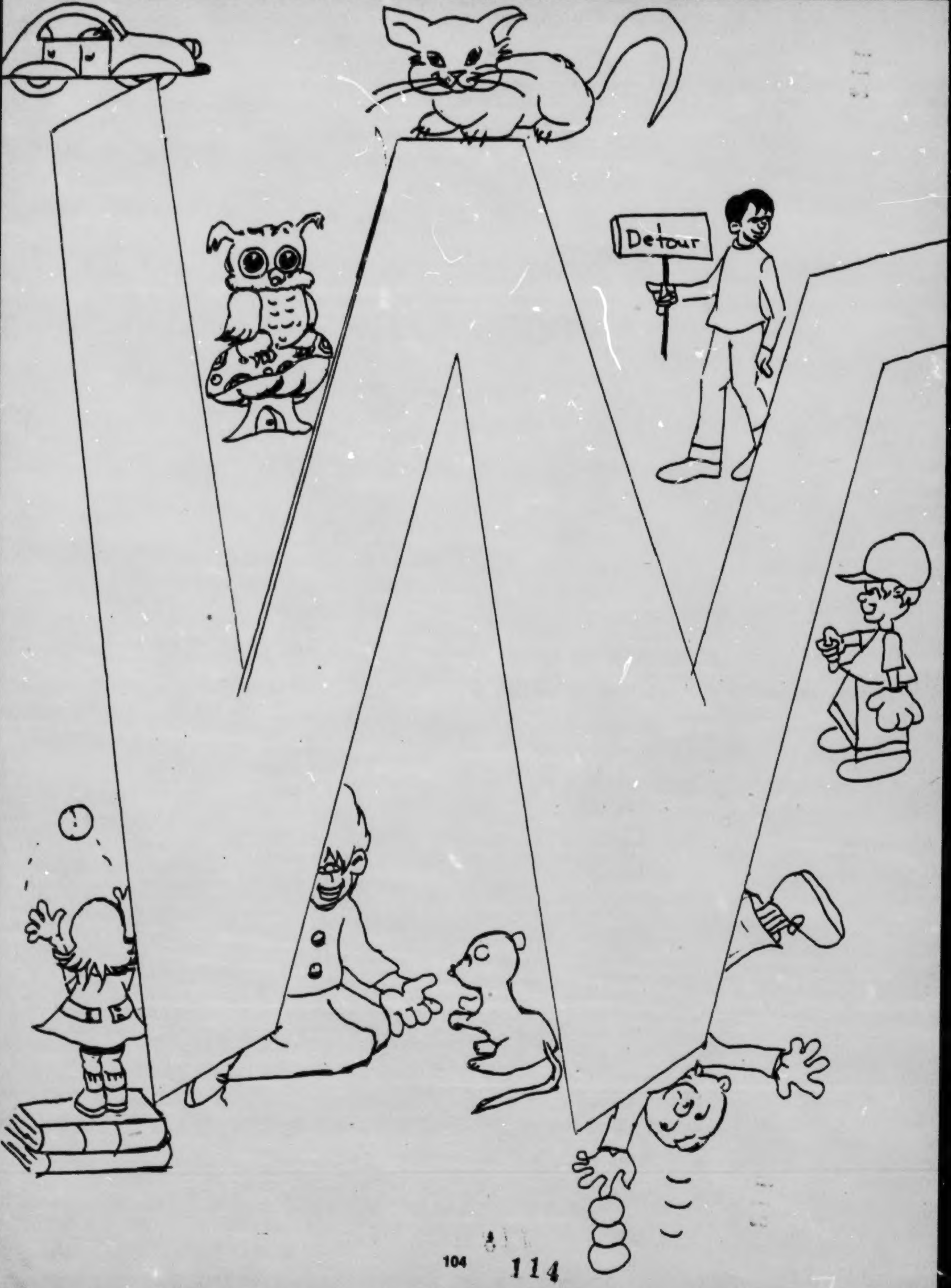
Detour

TITLE: FEELING POSTER **COMMUNICATION** Grades 4, 5, 6*

GOAL: For students to distinguish between different feelings or emotions and to develop a vocabulary which will enable them to talk more easily about emotions.

ABSTRACT: Small groups of students make collages from magazines which describe emotions and feelings.

MATERIALS: One piece of posterboard for each 7 students, magazine for each student, glue, and scissors.

PROCEDURE:

1. Divide class into groups of 7 or 8 students.
2. Give each group a piece of poster paper with an emotion-describing word written on it. Cover the emotion word with a piece of paper so that it is hidden but can be viewed when the paper is lifted.
3. Distribute magazines (preferably one to each person) to each group and have the students make a collage using things found in the magazine that describe or depict the feeling word. Emphasize that not just pictures of faces can be used but anything from the magazine can be included.
4. Display the completed posters in the classroom in a prominent place.
5. Suggested feeling words or emotions:

   HAPPY, SAD, ANGRY, AFRAID, BRAVE, PUT DOWN, SHY, HURT, LONELY, EXCITED, BORED, COOL.

DISCUSSION:

1. Show each poster one at a time and ask students (other than those who made it) why they think it represents one feeling rather than another.
2. Discussion questions:
   a. What do you want to do when you have this feeling?
   b. What makes you feel this way?
   c. What feelings do you hide?
   d. Would it be more difficult to make collages for some emotions than for others? Why?
   e. Ask some students why they chose certain pictures for their poster.
   f. Have volunteers make up a story to go with some of the pictures used in the collages.

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* If sixth-grade students have had previous experience with this lesson, an alternative lesson which meets the same objective is COMM-13, "Feeling Mask." This lesson can be found in the Communication: Supplementary Lessons section.

TITLE: CHARADES COMMUNICATION Grades 4, 5, 6

GOAL: For students to become aware of the ways we communicate to others our feelings and emotions.

ABSTRACT: Students play the game "Charades" using feeling/emotion words.

MATERIALS: None

PROCEDURE:

1. Give examples of how we sometimes misinterpret how someone is feeling when we simply listen to what is being said and not to how it is said. For example, point out how someone might be teasing us in a friendly way but if we take the statement literally we may become upset.
2. Brainstorm a list of feelings students in the class sometimes have. Start off the list with one or two examples and have the students generate a long list of feeling words. Add any important emotions the students leave out.
3. Have student volunteers take a position in front of the class and say the same word or short phrase in two or three different ways that convey some of the feelings or emotions listed on the board. To clarify the instructions, the teacher should be the first participant. For example, say, "I don't care" using different expressions to convey anger, sadness, and excitement. After each emotion is expressed, have the class guess which feeling word was portrayed.
4. Express an emotion nonverbally for the class and ask them to guess what feeling you are portraying.
5. Have student volunteers come before the class and act out one of the feelings on the list without using words, and then ask the class to guess the feeling being portrayed.
6. (Optional) To make the exercise more challenging, ask the students to portray the feelings using only facial expressions.
7. VARIATION: Use a variety of musical selections to illustrate how feelings or moods are conveyed. Have students nonverbally express the feelings conveyed by the music.

DISCUSSION:

1. Why was it hard sometimes to guess what feelings were being acted out? (Point out that sometimes we have to know someone quite well in order to understand what their facial expression really means.)
2. What are some things that people do nonverbally to let us know how they feel?

COMMUNICATION:

Supplementary Lessons

117

TITLE: BAD CONNECTION COMMUNICATION Grades 4, 5, 6

GOAL: To illustrate how the meaning and significance of a statement are often lost when feelings accompanying the statement are not clearly communicated.

ABSTRACT: The teacher reads a statement to a student who, in turn, reads it to a second student who has just returned to the classroom. This second student then reads the statement to a third student who has also been out of the room. The task of the students is to convey the emotion or feeling when reading the statement that the teacher originally expressed.

MATERIALS: Four lists of statements to be read by the participants.

PROCEDURE:

1. Select three student volunteers and give them a copy of the list of statements.
2. Send all but one student volunteer out of the room where they cannot hear what is said in the class.
3. Read in front of the class to the student volunteer one of the statements on the list in a way that conveys an emotion (angry, sad, lonely, etc.).
4. Bring one of the other student volunteers waiting outside back into the classroom. Ask the first student to read the original statement to the second student in a way that conveys the feeling or emotion originally communicated by the teacher.
5. Repeat this process with the last volunteer waiting outside the class.
6. Ask the last student to read the statement to the class.
7. Repeat, using different statements, with different groups of volunteers.
8. After each set of students has completed the task, discuss how well the feeling was conveyed.

DISCUSSION:

1. What feelings are hard to communicate?
2. What feelings can often get mixed up?

PROJECT S.E.L.F.

Suggested phrases for BAD CONNECTION

1. Wait up, I'll ride home with you.
2. I'm so excited.
3. Hi, Martha.
4. Can I play?
5. I don't care.
6. I wish I had more friends.
7. How come?
8. Give me that.
9. I don't want to go.
10. And then she called on me.

COMM-12

TITLE: MOUTH PRACTICE **COMMUNICATION** Grades 4, 5, 6

GOAL: To help students learn to take turns and listen to each other in group discussions.

ABSTRACT: Using the "mouth," groups discuss and compare student personality types.

MATERIALS: A "mouth" for each group of ten students and a worksheet for each student.

PROCEDURE:

1. Select the job opening worksheet that corresponds to the grade level of the class and give each student a copy of that worksheet.
2. Review the use of the mouth from communication lesson, COMM-1.
3. Break the class into groups of ten or less and have them select the best person listed for the job described.
4. Compare the groups' decisions and discuss the differences.

DISCUSSION:

1. How well did your group work together?
2. Did the "mouth" help your discussion?
3. Was everyone given a chance to speak?

MOUTH PRACTICE
PROJECT S.E.L.F. WORKSHEET
Grade 4

JOB OPENING: BABYSITTER

INSTRUCTIONS: Your group is to select the best possible person for the job of babysitter from the list below.

Situation: Mrs. Spencer needs a babysitter for her three children: a 9-year-old boy, a 6-year-old girl, and a 3-year-old boy. She will be gone on Saturday from 11 in the morning to midnight. The babysitter will have to fix lunch and dinner, take care of the children during the afternoon and put them to bed. She has the following four teenagers to select from. Which one should she ask? Discuss each person. Each group must choose one babysitter, and they should be able to tell their reasons for the group selection.

SUSIE - Youngest and smallest of the 4 teenagers. Has many brothers and sisters at home. Will play games with the children and is good at crafts and sewing. Doesn't like to cook. Very strict about bedtime and other rules (such as rules about dinnertime, watching television, leaving the yard, etc.)

SAM - Always nibbling from refrigerator and cupboards. Likes sports and will play ball with the boys. Easy going, friendly, never gets cross with children. Likes to watch TV. House may be messy when mom returns home.

SARAH - Oldest of the teenagers. Has boyfriend who calls her and she loves to talk on the phone. Excellent cook but leaves the kitchen a little messy. Lets the kids play by themselves pretty much, doesn't like to read to them or play games with them. Has had first-aid training at high school. Has been a babysitter for Mrs. Spencer before and can stay late at night if Mrs. Spencer gets home past midnight.

FREDDY - Very smart at school. Likes to read and always brings books with him. Will read to the children if asked. Doesn't know how to cook but will follow directions well. Is an only child. Very kind and gentle, but doesn't like to talk much. Lives nearby and can call his parents if any problems come up.

WHAT WAS YOUR GROUP'S DECISION? ______________________________

WHAT DID THE OTHER GROUPS DECIDE? ______________________________

DID YOUR GROUP'S DECISION MATCH THE DECISIONS OF THE OTHER GROUPS? __________

IF NOT, WHY WAS YOUR GROUP'S DECISION DIFFERENT FROM THE OTHERS? __________

____

COMM-12

MOUTH PRACTICE
PROJECT S.E.L.F. WORKSHEET

Grade 5

JOB OPENING: LIBRARIAN'S HELPER

INSTRUCTIONS: Your group is to select the best possible person for the job of librarian's helper from the list below.

Situation: Mrs. Wilson, the City Librarian, has need for a librarian's helper for the summer. The job has no age qualifications. It pays 50 cents per hour and the hours are flexible. The job will include some of the following duties: dusting and cleaning shelves and books, moving books and bookcases, fixing shelves, sweeping and polishing, filing book cards and reshelving books, pasting pockets into fronts of books, repairing minor damages to books, answering phone calls, collecting fines, and answering questions when regular librarian is busy.

The following 5th grade students have applied for the position. Which one would you select? As a group, discuss each person and select one. Be able to share your reasons for the group's selection.

SALLY - Very good student, loves to read. Also a good speller and knows the Dewey decimal system. Always late and her appearance is a mess; her hair is uncared for, she wears sloppy clothes, and is generally "grubby."

FREDA - Poor in reading and math. Very neat and organized at school and at home. Desk is neat and work handed in on time. Likes to help mom with housecleaning.

JOHN - Muscular and good at sports. Good in math. Was in trouble with school librarian because he was careless with books, damaged them, and was late in returning books. However, he has paid all his fines and, to do so, he earned the money after school.

JOE - Father has lost his job. In order for Joe to have new school clothes he has to get a job. Helps his mother at home. Has a bad temper and has trouble controlling his emotional outbursts.

WHAT WAS YOUR GROUP'S DECISION? ______________________________

WHAT DID THE OTHER GROUPS DECIDE? ______________________________

DID YOUR GROUP'S DECISION MATCH THE DECISIONS OF THE OTHER GROUPS? __________

IF NOT, WHY WAS YOUR GROUP'S DECISION DIFFERENT FROM THE OTHERS? __________

____

MOUTH PRACTICE
PROJECT S.E.L.F. WORKSHEET

Grade 6

JOB OPENING: HOME AND GARDEN SHOP

INSTRUCTIONS: Your group is to select the best possible person for a job in a Home and Garden Shop from the list below.

Situation: Smith's Home & Garden Shop has advertised for an opening for a summer job. This job would pay $1.00 per hour. In order to apply for the job, one must be a 6th, 7th, or 8th grader. Some of the duties are:

> Caring and watering of plants, unpacking shelving and marking clay pots and garden supplies, bagging and carrying customers' purchases, helping customers by answering questions, reading and checking incoming supplies from an invoice, helping set up displays of merchandise, cleaning, dusting and sweeping.

The following 6th graders have applied for the position. Which one would you select? Discuss this as a group and choose one for the job. Be able to share your group's decision and the reasons behind the choice.

HARRY - Big and strong. Well coordinated and does weight lifting. Not good at math or spelling. Neat appearance but a little shy. Has won many medals in sporting events.

DORA - Small girl. Does well in botany, knows all the plant names and how to take care of them. Shy, doesn't have many friends at school. Neat, gets work in on time. Was picked to be an office worker at school this year.

TESSA - Comes from a very large family, very poor. Her dad has been in the hospital recently because of a back injury and will not be able to return to work for two months. Her mother has a new baby. Tessa has to help buy food for the family. Her appearance is not too neat because her clothing is old and shabby. Tries hard at school. Last year some money was missing from one girl's desk. Several girls accused Tessa of stealing the money but it was never proven.

ALVIN - Friendly, courteous and outgoing. Has good ideas but doesn't know how to carry them out. On the lazy side. Would rather talk than work. Relates well to adults. Neat appearance. Father is a friend of the manager at the Garden Shop.

WHAT WAS YOUR GROUP'S DECISION? ____________________

WHAT DID THE OTHER GROUPS DECIDE? ____________________

DID YOUR GROUP'S DECISION MATCH THE DECISIONS OF THE OTHER GROUPS? __________

IF NOT, WHY WAS YOUR GROUP'S DECISION DIFFERENT FROM THE OTHERS? __________

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TITLE: FEELING MASK COMMUNICATION Grades 4, 5, 6

GOAL: For students to distinguish between different feelings or emotions and to develop a vocabulary which will enable them to talk more easily about emotions.

ABSTRACT: Students make a mask which conveys a particular feeling by making a collage from magazine clippings.

MATERIALS: Paper bag, scissors, glue, and magazine for each student.

PROCEDURE:

1. Assign feeling words to each student or let them choose their own words.
2. Distribute materials to students and have them make a mask out of the paper bag using things found in the magazine that describe or depict the feeling word. Emphasize that not just pictures of faces can be used but anything from the magazine can be included.

DISCUSSION:

1. Show masks to the class and discuss what feeling word goes with each and why. Have the creators explain why they chose certain items on their masks.
2. Discuss how we know what people feel even when they don't say anything.
3. How is the mask like our own faces?

TITLE: TIES

COMMUNICATION
Cohesion

Grades 4, 5, 6

GOAL: To encourage students to communicate their positive statements for their classmates.

ABSTRACT: Students compliment each other while passing a ball of yarn to the students they complimented. The ball of yarn is slowly unraveled as it is passed from student to student.

MATERIALS: A ball of yarn.

PROCEDURE:

1. A group of 5-7 students forms a circle. The facilitator holds the end of a ball of yarn and throws the ball to a person and makes a positive statement in the second person (e.g., "Al, you are good at sports"; "Thank you for helping me with my math, Mary. I really like the way you try to help others in the class"). That person receiving the compliment takes up the slack, holds the string, and throws the ball of yarn to another student and compliments him.
2. After all students have received the yarn*, they examine the pattern formed and are asked to note the ties that bind them together as a group.
3. The last student slowly rolls up the yarn ball while others let go of the yarn as needed.

DISCUSSION:

1. Do you think compliments among class members help tie the group together even when there is no string to do so?
2. Does this class need to be tied together more? Are there students or groups who are not tied together well? Are there groups that fight with each other in this class?
3. Could we tie the group together by giving more compliments to each other?

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* We have found that students usually make sure that all students in the group are included without a rule as such being enforced.

LEADERSHIP:

Teacher Guide

LEADERSHIP AND INFLUENCE IN THE CLASSROOM

By Edward F. Vacha

Just as every classroom has its own attraction structure, every classroom also has its own leadership structure. Of course, the teacher usually has considerable authority by virtue of his or her position, but there is also an informal leadership structure in every classroom because certain students have considerable influence over others. It is the informal student leadership structure which is the main concern of Project S.E.L.F. The leadership and power structure of the classroom can facilitate or impede learning. Most teachers of elementary school children have experienced classroom management problems which stem from the existence of patterns of student and teacher leadership and influence which impede educational goals. Some typical examples of classroom social problems involving the existence of leadership and influence patterns include the following:

> In some classes, whenever the teacher asks students to work as a group on some project or whenever the class attempts to discuss some issue, a single student dominates the other students and directs the activity. Other students complain that the student "always bosses us around", but they do not attempt to exert influence themselves.
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> Some classes seem to be without leaders other than the teacher. The students are unable to reach decisions, cooperate on group projects or work together to achieve a common goal unless the teacher steps in to organize the group. As the school year goes on, the teacher increasingly takes over all leadership functions and the students wait for him or her to direct their activities. The students seem to become more dependent upon the teacher as the year goes on. At the same time, these students often complain that "the teacher always bosses us around".
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> Other classes seem to be dominated by a clique or oligarchy of students. The other members of the class may complain about being bossed around by these students from time to time, but they also seem to be very dependent upon the leadership skills of this small group of students. When the class is asked to pick a leader, elect a president, or choose team captains, they always choose one of these leaders. When these student leaders are not included in a group, the group is unable to get organized, cooperate, or complete its assigned task.
>
> Sometimes classrooms seem to have too many aspiring leaders. No student is willing to follow the suggestions or ideas of others and no one of the students seems to be able to lead the others effectively. The students compete for influence, and their competition and unsuccessful attempts to get others to follow them and obey their commands often lead to disruptions and disputes. Most of the students want to exert influence but most of them do not know how to organize and lead others effectively.

These and similar problems stemming from the leadership and influence patterns of a classroom can be very disruptive. Usually students in classrooms with poor leadership and power structures are unhappy. They either feel that they are bossed around by the teacher or other students, or they are frustrated because the group can never work effectively together to complete a task. The resultant anger and disappointment must be dealt with by the teacher, and dealing with these problems is very time-consuming and difficult.

An Analysis of Classroom Leadership

The Project S.E.L.F. leadership program centers around two different dimensions of classroom leadership. The first is the power or influence structure of the classroom. This dimension is concerned with the distribution of influence among students. Usually some students are more influential than others, and classrooms vary in terms of the proportion of students who are able to exercise influence over others.

The second dimension of leadership that we focus on is "functional leadership". Leadership is not merely the giving of orders; it also involves the fulfilling of certain needed group functions. Student leaders often fail to fulfill some of these group functions, and, as a result, the teacher is often forced to take over the leadership role in order to be sure these needed functions are met.

The Influence Structure of the Classroom

Power or influence can be defined as an individual's ability to get others collectively to pursue goals of that individual's choosing. For example, a student who can convince the class to vote to play a specific game of his choosing at P.E. has considerable power or influence; he is able to convince the group to pursue collectively a goal of his choosing. Such influence can be based on coercion or punishment, persuasion, the perceived knowledge of the leader, the ability of the leader to reward others, or, as in the case of the teacher, upon the legitimate authority of individuals who occupy positions (such as that of teacher) which are normally recognized as conferring authority upon any individual in that position or role.

Our main concern is to disperse power among the students as much as is possible. There is some evidence that the quality of student work and the quality of students' interpersonal relations may be highest when power is dispersed among the members of the class. For example, White and Lippitt (1960) in a study of the relative effectiveness of different types of adult leadership in boys' clubs found that adult leaders who adopted an authoritarian leadership style by keeping and using all of the power available to them and adults who adopted a laissez-faire leadership style by abdicating their authority were not as effective as democratic leaders who used their position to distribute influence and power among the boys in the group. They found that the boys in autocratically led groups produced quantitatively more but were characterized by much hostility, competitiveness and dependency upon the adult leader. Boys in groups with laissez-faire leaders experienced considerable stress; they were chronically disorganized, frustrated, and produced little work. In contrast, the boys in democratically led groups produced the best quality work, and the members of the democratically led groups were characterized by openness, friendly communication, and independence.

In short, this and other studies of classroom leadership (see Schmuck and Schmuck, 1975, for discussions of other studies) suggest that the most effective leadership style for the classroom is one in which the teacher disperses as much power among the students as is possible.

It is not enough to encourage students to make some of their own decisions in the class. Creation of a democratic power or influence structure hinges on the dispersal of power among as many students as is possible, but we have found that many classrooms are characterized by a centralized student power structure that is extremely resistant to change. That is, what power or influence students have is monopolized by either a single strong student leader or, more often, a small group of students who form an oligarchy of student leaders. Furthermore, we have found that these student leaders are often the only students in the class who know how to lead and the other students are usually highly dependent on these student leaders. As a result, the goal of dispersing leadership throughout the class cannot be met unless the students are taught the skills necessary for effective leadership and are motivated to actually use those skills in the classroom.

Acquisition of leadership skills is necessary if students are to take over some of the leadership of their own class. Performance of these skills or functions contributes to the group's functioning, and the exercise of these skills has been labeled "functional leadership".

Functional Leadership in the Classroom

Beene and Sheets (1948) have developed two general categories of group functions or needs which must be met if a group is to function effectively. These functions are met by most members in a democratically led group, and they are met by a single member in an autocratically led group. The first category of functions is task functions. Task functions help the group accomplish classroom work and meet subject matter requirements necessary for learning. The second category is social emotional functions. Social emotional functions help the group to maintain cohesion and help the group members develop positive feelings about each other. In short, task functions are those which must be met if the group is to get work done or accomplish its tasks. Social emotional functions are those needs which must be met to keep the group members sufficiently satisfied with the group and each other to continue working as a group. Schmuck and Schmuck (1975:66) have suggested the following examples of task and social emotional functions in the classroom.

Task functions:

A. Initiation of ideas.
B. Seeking out and giving information.
C. Clarifying and elaborating.
D. Summarizing.
E. Checking to see if others in the class understand the curriculum.

Social emotional functions:

A. Encouragement of others.
B. Expression of feelings in the class.
C. Harmonizing.
D. Compromising.
E. Seeing to it that silent members get a chance to speak.
F. Application of standards to the class's functioning.

Ideally, every student should perform all of these functions. If they did, they would all be exerting influence over the group, and each student would be functioning as a leader every time he or she executed one of the task or social emotional functions because each of these functions is one way an individual can influence his group.

Unfortunately, most students rarely perform any of these leadership functions. Usually the teacher performs both task and social emotional functions, and a few students perform some of these leadership functions. Or, only one or two students perform social emotional functions and a small oligarchy of students specialize in performing task functions.

Thus, the primary goal of Project S.E.L.F. leadership lessons -- to promote democratic classroom leadership structures in which student power is dispersed among all students -- hinges on teaching all of the students to perform the various task and social emotional leadership functions in classroom situations. As more and more students perform these functions, they will expand the influence they exert over the class as a whole because each of these functions is one way in which individuals influence the groups to which they belong. The result of such a dispersal of leadership functions among all members of the class will be a general dispersal of influence and power among the students and a shift toward a democratic leadership structure. Students maintain disproportionate shares of power or influence only so long as they monopolize the performance of one or more task or social emotional leadership functions; power and influence will be shared by all members once they all learn to fulfill needed leadership functions.

IMPROVING CLASSROOM LEADERSHIP

The Project S.E.L.F. program for improving classroom leadership is designed around the two dimensions of leadership (the distribution of power and leadership and functional leadership) previously discussed. Some of the Project S.E.L.F. activities and lessons are designed to train and motivate students to engage in functional leadership. These lessons teach students how to perform task and social emotional leadership functions, give students practice in identifying and performing these functions, and they are also designed to encourage students to perform task and social emotional leadership functions throughout the school day.

Other Project S.E.L.F. lessons and activities are designed to give as many students as possible an opportunity to exercise influence and power. These lessons encourage students to take a stand on issues, give ideas, and to communicate their concerns about the classroom and their ideas for changing class activities and procedures.

These two types of leadership lessons are also divided into "core" and supplementary lessons. The core lessons are designed to provide the basic instructional component in leadership for use in most "typical" classrooms. The supplementary lessons are designed for use in classes which have particularly severe leadership problems. These lessons should be conducted in addition to the core lessons if the diagnostic testing discussed in the next section indicates that the class has a particularly poor leadership structure. The supplementary lessons may be used in lieu of the core lessons in class when most of the students have already been exposed to the core lessons during the previous school year.

The Core Lessons

The core lessons are divided into two groups. The first group consists of the Leadership/Process and Leadership/Content lessons. These lessons are designed to teach students to perform functional leadership roles. The other group consists of lessons designed to give students opportunities to exercise influence or power in group situations and activities. These lessons are labeled "Leadership/Influence".

The Leadership/Process - Leadership/Content Lessons

The process and content leadership lesson plans are designed to be used *together* in the *same* lesson. The Leadership/Process lessons give the students a chance to practice functional leadership skills by performing task and social emotional leadership functions as they complete a task or solve a problem presented by a Leadership/Content lesson. The Leadership/Content lessons should *always* be accompanied by a Leadership/Process lesson. The sole function of the Leadership/Content lessons is to provide students with an intrinsically interesting activity to be pursued while engaging in one of the Leadership/Process activities. The Leadership/Content lessons are of no value unless they are accompanied by a Leadership/Process lesson.

Functional leadership as "Task Jobs" and "People Jobs"

The Leadership/Process - Leadership/Content lessons are designed to teach elementary school students to recognize and perform a simplified set of task and social emotional leadership functions. Following Schmuck and Schmuck (1975:84-86), we have relabeled "task functions" and "social emotional functions" as "task jobs" and "people jobs" in order to make the categories more meaningful to elementary school children. The task and people jobs taught to the children by the lessons are the following:

A. Task Jobs.

1. Giving Ideas (initiating, proposing tasks or goals, suggesting new ideas, suggesting solutions to problems).
2. Keeping Things on Track (helping the group stay on the subject at hand, clarifying the task to be accomplished or the problem to be solved, giving information needed by group members if they are to accomplish their task).
3. Asking Questions (seeking ideas and information from other group members, seeking others' opinions, checking with the group to see how much agreement has been reached, and discovering what group members have decided).
4. Summarizing (putting related ideas together, restating suggestions after the group has suggested them, clarifying others' statements and paraphrasing them, interpreting individuals' ideas, restating what has been discussed and/or decided).

B. People Jobs.

1. Encouraging Others (being friendly and rewarding to others, encouraging others to participate, seeing that others get a chance to speak, keeping the discussion a group discussion rather than letting it become dominated by two- or three-way conversations of certain students).

2. Listening to Others (attending to the statements of all members, considering all ideas put forth).

3. Replying to Ideas (showing regard for others by replying to or acknowledging their ideas and suggestions, publicly recognizing the contributions of others).

4. Keeping Things Cool (compromising one's own position to settle disputes, harmonizing by reconciling others' disagreements, reducing tension by joking or soothing others, encouraging others to explore and resolve their differences, expressing group feelings and sharing one's own feelings with others.

The goal of the Leadership/Process - Leadership/Content lessons is to teach students to identify and perform these eight leadership functions, and to encourage them to fulfill these functions whenever possible. The debriefing questions at the end of each Leadership/Process lesson are designed to help the teacher or counselor conducting the lesson to hold a class discussion which will help students learn how to use these skills on a day-to-day basis in the classroom. Hopefully, the debriefing discussion and the encouragement and reminders provided by the teacher will motivate the students to perform these leadership jobs whenever the opportunity and need arises.

Sequencing and scheduling Leadership Process - Leadership/Content lessons

The first leadership lessons should be presented en bloc during a three-week period devoted solely to leadership. The first week should be devoted to viewing the filmstrip, "Classroom Leadership", and conducting "Introduction to Task and People Jobs" (L-1). The following week should be devoted to conducting the Leadership/Process lesson "Play Your Cards" (L-2) in conjunction with any Leadership/Content lesson, such as "Design a Game" (L-9). The third week should be devoted to conducting "Chart A Leader" (L-3). These three lessons and the filmstrip should provide the students with enough experience with the eight task and people jobs to allow them to begin attempting to perform these jobs during routine classroom activities. The skills and concepts involved in these lessons are sufficiently complex to require several repetitions in as short a time as possible.

The other core Leadership/Process - Leadership/Content lessons should be scheduled at intervals throughout the year. These additional lessons are designed to reinforce the learning achieved in the first three weeks devoted to leadership.

The leadership charts depicting task and people jobs which are used in the initial leadership lesson "Introduction to Task and People Jobs" should be posted in a prominent place throughout the year. These charts will serve as reminders to the students and will be useful both during subsequent leadership lessons and during other class activities when leadership skills are needed.

The Leadership/Influence Lessons

These lessons are not designed to teach students specific skills. Rather, they are designed to give students opportunities to influence the classroom group. These lessons may be scheduled throughout the year, and there is no particular sequence to be followed. These lessons will be most effective if they are introduced after the students receive some training and experience in performing the various task and social emotional skills taught by the Leadership/Process - Leadership/Content lessons. For best results, follow the sample weekly lesson plan provided at the front of this Handbook.

The Supplementary Lessons

The supplementary lessons are designed for use in classes with particularly severe leadership problems. If the diagnostic testing described in the next section and/or your own impressions and observations suggest a need for additional leadership training, the supplementary lessons should be used in addition to the core lessons. If your classroom group has severe leadership problems, the once-weekly lessons will probably not produce sufficient change. Therefore, you should schedule an additional hour or two each week to conduct the supplementary lessons.

These lessons should also be used if your students have difficulty in identifying and performing task and people jobs even after they have been exposed to the introductory leadership lessons. The supplementary lessons will provide them with extra practice in performing the leadership skills.

These supplementary lessons should be conducted after the three-week introductory core lesson sequence has been completed. For best results, present them in such a way as to alternate between supplementary Leadership/Process - Leadership/Content lessons and Leadership/Influence lessons.

LEADERSHIP:

Diagnostic Survey

DIAGNOSING CLASSROOM LEADERSHIP

The following diagnostic survey is designed for teachers to use to determine whether or not their class has leadership problems. Accordingly, it should be administered near the beginning of the school year as soon as the leadership structure of the classroom has stabilized (this usually takes about four weeks). If you wish to determine if the leadership structure of the classroom improves during the school year, you may readminister the survey at the end of the year and compare your post-test results to the pre-test results.

The Leadership Survey: "Who Does What In My Class?"

The leadership survey is similar to a sociometric survey. The students are asked to name three students who are the task leaders in the class and three social emotional leaders. As in the case of the three-choice sociometric survey, students in an "ideal" classroom would all receive an equal number of choices or nominations as task and social emotional leaders. Thus, if the students in your class all received between two and four choices as task leaders and between two and four choices as social emotional leaders, the leadership structure of your classroom would approach the ideal.

The attached sample may be used as a duplicating master for creating a "Thermofax" ditto master or it may be directly duplicated if you have access to a direct copying machine.

The first item asks students to name the three students in the class who "are most often able to get other students to do things". This item is designed to identify indirectly the task leaders in the class. The second item asks the students to name the three students in the class who "most often are nice to others". This item is designed to identify indirectly the social emotional leaders in the class.

Administering the Leadership Survey

Administer this survey after the first month of the school year in order to give the classroom leadership structure time to stabilize. As in the case of the sociometric survey, be sure the students work privately and instruct them not to discuss their answers.

Scoring the Leadership Survey

The attached score sheet may be used as a model for scoring the leadership survey. Simply place a tally mark by the names of the students each time they are nominated as a task leader or as a social emotional leader.

Analyzing the Data

Students who receive one or no nominations for both items are those who have very little influence in the class. These students should be encouraged to participate more, and they should be given leadership opportunities whenever possible. Students who receive five or more nominations for both items have disproportionate influence in the class. They may be members of a classroom oligarchy, and they should be encouraged to share their influence with other students.

You will probably discover that some student leaders receive mostly nominations as task leaders while others receive mostly nominations as social emotional leaders. These students should be encouraged to perform both leadership functions rather than specializing in performing one of them.

If more than twenty-five percent of your students fall outside of the "ideal" range of two to four nominations on both items, you may wish to conduct supplementary lessons in addition to the core lessons. You should also try to give students who receive fewer than two nominations on either or both items as many leadership opportunities as possible. Be sure to avoid unconsciously perpetuating classroom leadership problems by giving the students most often nominated as leaders a disproportionate share of the opportunities to exercise influence. These students usually are the most effective leaders, but if they are given most of the opportunities to function in leadership roles, other students will not have sufficient opportunities to learn or practice leadership skills.

Observation Guide

The leadership survey measures the students' perception of classroom leadership. The actual leadership and influence structure may differ somewhat from the students' perceptions. In general, try to identify which students most often influence the group, and try to estimate the extent to which influence is shared among the students. The following questions will help guide observations:

A. Are some students always "bossed around"?

B. Do some students seem to specialize in giving and seeking out ideas and opinions? Do some specialize in clarifying and summarizing others' statements? These students are the task leaders in the class. If only a few engage in these activities, you may wish to add some supplementary leadership lessons to the program, and you may want to ask these students to take responsibility for encouraging others to give opinions and ideas.

C. Do some students specialize in encouraging and praising the contributions of others? Do some students go out of their way to include others in conversations and playground activities? Do some students specialize in restoring harmony, suggesting compromises, or expressing group feelings? These students are socio-emotional leaders. Again, extra lessons may be needed if only a few students engage in these activities.

D. Who are usually the "captains" or those who choose sides or teams when students play organized games? These students may be the most adept leaders and organizers in the class. If only a few normally fill these roles, you may wish to give other students leadership opportunities in the class whenever possible.

WHO DOES WHAT IN MY CLASS

In most classes, some students do things better or more often than other students. Please give your opinion (THERE IS NO RIGHT OR WRONG ANSWER) about who most often does the following things or who is best at doing the following things. You may list different people for each question, or you may list the same person more than once. DO NOT LIST YOURSELF. Only your teacher will see your answers.

1. Which three students in this class are most often able to get other students to do things?

(1)____________________ (2)____________________ (3)____________________

2. Which three students in this class are most often nice to other students?

(1)____________________ (2)____________________ (3)____________________

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(1)____________________ (2)____________________ (3)____________________

2. Which three students in this class are most often nice to other students?

(1)____________________ (2)____________________ (3)____________________

SCORE SHEET FOR "WHO DOES WHAT IN MY CLASS"

Student's name	Task leader nominations ("most often gets others to do things")	Social emotional leader nominations ("most often nice to others")
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LEADERSHIP:

CORE LESSONS

TITLE: INTRODUCTION TO TASK AND PEOPLE JOBS — LEADERSHIP/INTRODUCTION Grades 4, 5, 6

GOAL: To teach students leadership skills and to encourage them to use these skills.

ABSTRACT: Two similar stories are read to the students, one without and one with People Jobs, and a comparison is made of the two. Students also identify Task and People Jobs on a worksheet.

MATERIALS: Leadership Play scripts for six students; Task and People Job Worksheet for each student in class; chart depicting Task and People Jobs. Instructions and materials for making the chart are found in the appendix accompanying the Teacher's Handbook.

PROCEDURE:

NOTE FOR SIXTH GRADE STUDENTS: If you show the Leadership Filmstrip, use the discussion questions to decide how much experience your students have had with the Task and People Jobs in previous 4th and 5th grade classes. If you do not show the Leadership Filmstrip, develop some discussion questions to decide how much experience your students have had with the Task and People Jobs in previous 4th and 5th grade classes.

If they have been introduced to these concepts, do not use this introductory lesson, Instead, turn to lesson L-3, "Chart A Leader" and use this lesson as a review of the Task and People Jobs. You may also want to make a chart depicting Task and People Jobs to display in your classroom. Instructions and materials for making the chart are found in the envelope accompanying the Teacher's Handbook.

1. Use the Task and People Job chart to introduce the class to Task and People Jobs and to motivate students to do them during class discussions.

2. Select six students who are good readers to read the prepared script before the class. The remainder of the students are not to be given a script so that they will be able to observe what jobs the students act out.

3. Conduct the lesson in the following manner:

   A. Briefly outline the lesson to the students, mentioning that, "We will be using the eight leadership jobs today and for activities in the future." Stress that the purpose of the exercise is to help the group work well together. Explain that typical groups (e.g., classroom groups) which don't always work well together usually have only a few leaders and the rest are followers. Tell them, "We want to get away from that and make all of us leaders by making sure we all take part in leading the group."

   B. There are two types of leadership jobs done when we work together as an effective group--Task and People Jobs. Refer to the chart as the Task and People Jobs are described.

1) Task Jobs focus on the group objective or thing to be done: Gives Ideas, Asks Questions, Summarizes, Keeps Things on Track.

2) People Jobs help the group maintain cohesion and help the group develop positive feelings about each other: Encourages Others, Listens to Others, Replies to Ideas, Keeps Things Cool.

C. Tell the students, "Both Task and People Jobs are necessary. We work well only when all are done."

D. The Play: tell the students,

1) "The first version of our story does not include People Jobs. See if you can tell the difference between this version and the second one which includes People Jobs."

2) "I will stop the play occasionally and see if you know what leadership job was just done. Remember the first version just includes Task Jobs." (Teacher stops group at each asterisk and asks what Task Job was just done.)

3) "The setting for our play is a classroom much like ours where the class is trying to decide what should be placed in a time capsule which will be buried for 100 years under the school flagpole.

E. After this play has been read by the students, use Interlude #1.

F. Tell the students:

1) "Now we will go back in time as if the first play had never happened, but this time we will do it over again with People Jobs. See if you can tell any difference."

2) "I will again interrupt and ask the class which leadership job was just done. Both Task and People jobs will be included.

The play is read by the same students. The teacher interrupts at each asterisk (*) and asks the class what leadership job(s) was just done.

G. After the second play has been read by the students, use Interlude #2.

H. Each student receives a worksheet and is instructed that this is a continuation of the play and that the rest of the class will get to participate by reading.

1) Students are asked to volunteer to read a line and are not to begin until they have the attention of the whole class.

2) After each line is read, students are asked which Task and People Job(s) was done. After a brief discussion, teacher indicates which is the most correct answer.

3) Students write the most correct answers in the blanks.

a. Explain that a "Chop" is cutting someone down and is the opposite of Encourages Others. It will appear on our worksheet but it is not a leadership job.

b. "Getting Off Track" appears as a comparison to "Keeping on Track".

LEADERSHIP PLAY

Without People Jobs

TOM: "Well, I think we should put a skateboard in the box." *(1)__________

MARY: "I think so, too. O.K. Let's vote on it."

FRANK: "Hey, wait a minute. It's really too early to vote." *(2)__________

AMY: "Well, I think we should put a class picture in the box."

TOM: "Why do you say that?" *(3)__________

AMY: "Then the kids who open this box will know what we looked like."

GEORGE: (RAISES HAND, BUT IS NOT NOTICED)

MANDY: "I think we should put a class picture in the box because 100 years from now the kids may look all different."

TOM: "You mean that you think the kids won't look like we do."

MANDY: "Yes, they may be much taller and maybe they will have their hair all cut off. Who knows?"

FRANK: "I don't think we should put a class picture in."

TOM: "What's your reason?"

FRANK: "Well, because the kids...(FRANK IS INTERRUPTED. DOESN'T FINISH)

MARY: "A class picture might fade in 100 years and then it would be a waste." *(4)__________

AMY: "That's a dumb answer. If it is locked in a box and the air can't get to it, it won't fade."

GEORGE: (RAISES HAND, BUT IS IGNORED)

MANDY: "Well, most of you are saying that you want to put a class picture in the box as one item." *(5)__________

MARY: "Are we ready to vote? How many want to vote now on whether we should put the class picture in the box? Raise your hands." (EVERYONE RAISES HAND EXCEPT GEORGE)

MARY: "O.K., the majority are ready to vote."

FRANK: "I think we should take the skateboard, too. It will let the kids see what one of our hobbies was. Maybe skateboards will be antique by then."

MARY: "We were just getting ready to vote and you bring in another idea. It's not the time for more suggestions. We are voting on whether or not we should take the class picture."

FRANK: "I don't care. I don't like this talking anyway. I couldn't care less about this box and what goes in it. This is a stupid activity."

TOM: "Back to the vote. How many of you want to take the class picture? O.K., now raise your hands and leave them up high until I can count." (EVERYONE RAISES HAND BUT FRANK WHO SULKS AND IS MAD)

AMY: "Everyone raised their hands except for one person, so we have a majority that agree. We take the class picture as item number one." *(6)__________

INTERLUDE #1

The group has started to discuss the problem and they have done some jobs that people have to do whenever they work together. They have given ideas, they have asked questions, some have helped keep the group on track, and some have summarized the discussion for the group. These jobs are called "Task Jobs". Can you tell the class who summarized? And who helped keep the group on track?

However, there are other jobs that need to be done in this group. Besides getting the Task Jobs done, every member of the group must do "People Jobs". People Jobs have to do with how the people feel about their group. If people like their group they will work hard and help the group. But if people do not like their group, they will get angry at the others and they will not work hard. How do you think Frank felt? Did he help the group by not voting? Why didn't he vote? How do you think Mary felt when Amy told her that her answer was dumb?

Now the group is going to do both Task and People Jobs. Each time a person does a People Job, the teacher will point to the People Job on the chart.

LEADERSHIP PLAY

With People Jobs

TOM: "Well, I think we should put a skateboard in the box."

MARY: "I think so, too. O.K. Let's vote on it."

FRANK: "Hey, wait a minute. We haven't heard what other people think." *(1)____________

TOM: "It's really too early to vote."

FRANK: "Well, Amy hasn't had a turn yet." *(2)____________

TOM: "Amy, what do you think?"

AMY: "I think we should put a class picture in the box."

TOM: "Why do you say that? What's your reason?"

AMY: "Then the kids who open this box will know what we look like."

GEORGE: (RAISES HAND AND GETS A CHANCE TO SPEAK) "I agree with Amy. A class picture would be my first choice, too." *(3)____________

MANDY: "What's your reason, George?"

GEORGE: "Of all the things we could put in a time capsule, the class picture is the only one that shows who we are and something about us. All the other things you could go out and buy in a store."

MANDY: "I never thought of that. That's a good idea, George." *(4)____________ *(5)____________

"But my reason would be because maybe 100 years from now the kids may look at lot different than we look."

TOM: "You mean you think the kids won't look like we do now?"

MANDY: "Yes, they may be taller and have their hair all cut off. Who knows?"

GEORGE: (RAISES HAND AND GETS A CHANCE TO SPEAK) "Like Mandy said, a class picture is the best idea."

FRANK: "Well, I don't think we should put a class picture in."

TOM: "What's your reason, Frank?"

FRANK: "Well, because the kids... (FRANK IS INTERRUPTED)

MARY: "A class picture might fade in 100 years and then it would be a waste."

GEORGE: "Mary, you cut off Frank. Give him a chance to finish." *(6)____________

FRANK: "What I was going to say was I don't think we should take a class picture because those kids can look in history books to see what kids our age looked like, just like we look in history books to see what kids in the 1870's looked like."

MANDY: "But we want them to know what we, this class, looked like."

AMY: "And, Mary, when you said the picture might fade, well, that isn't exactly true, because if it is locked in a box which is airtight, then the air won't get in and the picture won't fade."

GEORGE: "I think most of us are saying that we want to put the picture in the box."

MANDY: "Are we ready to vote? How many want to vote now on whether to take the class picture as one of our four choices? Raise your hands."

AMY: "O.K., the majority of us are ready to vote."

FRANK: "I think we should take the skateboard, too. It will let the kids see what one of our hobbies was. Maybe skateboards will be antiques by then. Those kids could see our skateboard and make a lot of money."

MARY: "Frank, we were just getting ready to vote and you bring in another idea. It's not the time for more suggestions. We are voting on whether or not we should take the class picture."

FRANK: "Well, I don't care. I don't like this talking, anyway. I couldn't care less about this box and what goes in it. This is a stupid activity."

AMY: "Hey, cool it, Frank. We'll talk about the skateboard next." *(7)____________

GEORGE: "Yes, cool it, Frank. You had good ideas. We don't want you to get all mad and clam up." *(8)____________ *(9)____________

TOM: "O.K., back to the vote. How many of you want to take the class picture? Raise your hands and leave them up high until I can count."
(EVERYONE RAISES HAND EXCEPT FRANK)

AMY: "Everyone raised a hand except one person, so we have a majority that agree. We take the class picture as item number one."

INTERLUDE #2

Now you have seen the group do both Task and People Jobs. What do you think would have happened if the group never did People Jobs? Why? Would the group have liked each other? Do you think any of the people in the group would have been angry or embarrassed? Why? Would Frank have helped the group and worked hard? Do you think the group would want to work together and finish the discussion if no one did People Jobs? Why?

Now more of you will have a chance to participate as we continue the play. Complete the Task and People Job worksheet as we do them together as a class. We will take turns reading the sentences to the class and deciding which Task or People Job best fits the sentence.

There will be two more possible answers that are not Task or People Jobs which keep people from working well in a group. They are Chop (cutting someone down) and Getting Off Track. These sentences are marked with an asterisk (*).

PROJECT S.E.L.F. WORKSHEET

TASK AND PEOPLE JOBS

1.______________________ TOM: "O.K., let's get to work and decide on the second thing to put in the box."

2.______________________ AMY: "Do you still think the skateboard is important, Tom?"

3.______________________ TOM: "Yes, I think the skateboard should be next because so many of us have them."

*4.______________________ GEORGE: "Did you see the new skateboard I got? Want me to get it and show it to you?"

5.______________________ FRANK: "Let's stick to the job. We can look at George's skateboard at recess."

6.______________________ MANDY: "Well, what do you think should be next, Frank?"

7.______________________ FRANK: "Yes, I think the skateboard should be in the box."

8.______________________ MARY: "Why do you want the skateboard, Frank?"

9.______________________ FRANK: "Well, a lot of kids spend a lot of time playing with them, and kids in the future may want to know what we do to have fun."

10.______________________ MANDY: "That's a good point, Frank, and I think it is important that kids of the future know what we do to have fun."

11.______________________ AMY: "It sounds like most of us want the skateboard to go into the box."

* 12.______________________ MARY: "This is silly. I think skateboards are dumb. Frank and Tom are dumb. All they think about are skateboards."

* 13.______________________ FRANK: "Well, you're dumb. You couldn't use a skateboard even if your life depended on it."

* 14.______________________ GEORGE: "Yes, dumb old Mary!"

147

15.____________________ TOM: "O.K., you guys. Name-calling just makes people angry and causes fights. Let's quit chopping each other."

16.____________________ MARY: "You're right. Let's shop arguing and get this job done. Otherwise, we won't need a box. We'll still be here arguing a hundred years from now."

17.____________________ AMY: "O.K., Mary's right. Let's vote on the skateboard. Whoever wants the skateboard, raise your hand."

(ALL EXCEPT MARY RAISE THEIR HANDS)

18.____________________ MARY: "Well, everyone but me wants the skateboard. I guess it goes in the box."

WITHOUT PEOPLE JOBS

- * (1) Gives Ideas
- * (2) Keeps Things on Track
- * (3) Asks Questions
- * (4) Gives Ideas
- * (5) Summarizes
- * (6) Summarizes

WITH PEOPLE JOBS

- * (1) Encourages Others
- * (2) Encourages Others
- * (3) Replies to Ideas
- * (4) Encourages Others
- * (5) Replies to Ideas
- * (6) Encourages Others
- * (7) Keeps Things Cool
- * (8) Keeps Things Cool
- * (9) Encourages Others

MOST CORRECT ANSWERS TO TASK AND PEOPLE JOB WORKSHEET

1. Gives Ideas; Keeps Things on Track
2. Asks Questions; Encourages Others
3. Gives Ideas
4. Getting Off Track
5. Keeps Things on Track
6. Encourages Others
7. Gives Ideas
8. Replies to Ideas; Encourages Others; Asks Questions
9. Gives Ideas
10. Replies to Ideas; Encourages Others
11. Summarizes
12. Chop
13. Chop
14. Chop
15. Keeps Things Cool
16. Keeps Things on Track
17. Summarizes; Keeps Things on Track
18. Summarizes

TITLE: PLAY YOUR CARDS LEADERSHIP/PROCESS Grades 4, 5, 6

GOAL: To increase the frequency of Task and People Jobs students contribute to a group discussion or a group activity.

ABSTRACT: Students receive a packet of cards which determines the number of Task and People Jobs they may contribute to a group discussion or a group activity. Students try to play every card they hold.

MATERIALS: Any materials required for Leadership/Content lesson chosen to be used with this lesson, plus a packet for each student containing leadership cards.

PROCEDURE:

1. Select the content of the lesson. (See lesson alternatives identified as "Leadership/Content".)
2. Introduce the content of the lesson to the class.
3. Introduce the process activity of "playing your cards".
   a. Each student will receive a packet which contains a certain number of cards. Each card has a Task or a People Job written on it. The number of Task and People Jobs can be varied by the teacher.

      For example: Each student may receive a packet which contains:

      2 - Gives Ideas
      1 - Asks Questions
      1 - Summarizes
      1 - Keeps Things on Track

      2 - Encourages Others
      1 - Replies to Ideas
      1 - Keeps Things Cool

   b. Groups of 4 to 6 students are formed.
   c. During the discussion or activity, each time a student wants to make a contribution, he must decide which card applies and "play the card". This can be done by giving the card to the teacher, to a student collector, or by placing it in a pile in the center of the group.
   d. If a student uses all of his cards for a particular Task or People Job, he must use his other Task and People Job cards; he may not do a particular Task or People Job unless he has a card for it.
   e. A student moderator is selected from volunteers in each group to make sure that what a player says agrees with the Task or People Job card he plays. If it does not agree, the card is returned to the player. Any disputes are to be referred immediately to the teacher.
   f. The process should continue until most students have played all their cards.
   g. Packets of cards may be "stacked" for individual students. For example, a particularly quiet student may be given more "Gives Ideas" cards which are easier to play, and a student who tends to dominate discussions may be given more "Encourages Others" cards.

DISCUSSION:

1. Which cards were the most useful? Why?
2. Which cards were the hardest to play? Why?
3. Did the cards help or hinder the discussion? Why?

TITLE: CHART A LEADER LEADERSHIP/PROCESS Grades 4, 5, 6

GOAL: To point out the frequency that leadership jobs are done and to encourage students to do all of the leadersip jobs and not only one or two.

ABSTRACT: Teacher or student tallies on a chart each time a leadership job is done by individual members of a small group discussion.

MATERIALS: Chart for each group.

PROCEDURE:

1. Construct a chart similar to the one on the next page. List first names of students participating down left-hand column and all the leadership jobs, except for Listens to Others (which is done constantly), across the top.
2. Select the content of the lesson. (See lesson alternatives identified as "Leadership/Content".)
3. Introduce the content of the lesson to the class.
4. Divide the class into groups of 8 or 9 students.
5. Introduce the process activity of "chart a leader".
    a. Select one student from each group who knows the Task and People leadership jobs. Have this student put a tally on the chart after the members' names in the appropriate box. (It may be necessary for the teacher to demonstrate to the class with a sample group.)
    b. Instruct the students to conduct their discussions using as many of the leadership jobs that they can. Remind them that the goal is to do all of the jobs and not one or two of them a lot of times.

DISCUSSION:

1. Which jobs were done the most? Why? Why were they the easiest to do?
2. Which jobs were the hardest? Why?
3. What does the chart reveal about the students who participated.

PROJECT S.E.L.F. WORKSHEET

CHART A LEADER

Students' Names	Asks Questions	Gives Ideas	Keeps Things on Track	Summarizes	Encourages Others	Replies to Ideas	Keeps Things Cool

L-4

TITLE: CLASSROOM SOAPBOX LEADERSHIP/INFLUENCE Grades 4, 5, 6

GOAL: To encourage students and teacher to express their views on subjects of their choice.

ABSTRACT: Students and teacher are given an opportunity to regularly share their opinions on a variety of subjects of their choice.

MATERIALS: A place in classroom designated as a "Soapbox".

PROCEDURE:

1. Purpose of soapbox presented.
    a. You have a right to your own ideas and opinions. This is an opportunity to regularly share your ideas and opinions with others without being interrupted.
    b. We want to hear from you. This will help students in our class to see others' points of view.
    c. If you are really concerned about something, speak up and express your views.
    d. This will be useful as a gauge of classroom interests, concerns, or problems.
2. Discuss rules for the soapbox.
    a. What (the soapbox is for giving opinions; it is not a place for "sharing").
    b. Who (students, teachers, other adults in the school).
    c. When (e.g., regularly scheduled times perhaps once or twice a week for 10-minute periods, or when needed).
    d. Time allotted: e.g., about 3-5 minutes per talker - timed!
    e. Any limitations on subjects discussed.
    f. Responsibilities of audience when someone is on the soapbox.
3. Set up soapbox: e.g., a wooden box, a high stool, or a certain chair to stand on will do.
4. Designate time for its first use.
5. Encourage its use by using it yourself when you feel the need to "sound off" to the class.

TITLE: WHERE DO YOU STAND? * LEADERSHIP/INFLUENCE Attraction Grades 4, 5, 6

GOAL: To encourage students to take a public stand on various issues.

ABSTRACT: Given a continuum of issues, students select the number that best represents their position.

MATERIALS: Issues or questions -- varying at grade levels; 3" x 5" cards.

PROCEDURE:

1. An issue or question is presented to the class and written on the board.
2. Draw a line on the board and divide it into five segments and number each segment one through five. The end points represent opposite positions of a continuum.
3. Ask students to suggest phrases that define the two extremes. (For examples, see following page.) The middle three positions are kept constant or filled in by the teacher to keep the activity moving.
4. Place the numbers one through five around the room with sufficient space for students to stand near them and be separated from other groups.
5. Students write the numbers 1 through 5 on 3" x 5" cards, one number to a card.
6. For each question or issue presented, each student and the teacher select the number that best represents his/her view without showing anyone else. Care should be taken to insure that students do not change their minds once it is learned what their friends have selected.
7. When all have selected their numbers, all those holding one number are to stand next to that number placed in the classroom. Repeat one at a time for all five numbers.

DISCUSSION:

1. Are you surprised to see someone with you in your group?
2. Are you surprised to see someone in a different group?
3. Has anyone been in your group for all questions so far? Who?
4. Was there anyone you expected to be in your group every time who was not?

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* Loosely based on an idea by Sidney Simon from Meeting Yourself Halfway, Argus Communications, 1974.

SAMPLE QUESTIONS FOR "WHERE DO YOU STAND?" LESSON

1. How late do you sleep on Saturday mornings?

1	2	3	4	5
Up at dawn				Sleeps until noon

2. How neat is your desk?

1	2	3	4	5
Messy Bessie		So So Sue		Neat Nellie

3. How much do you talk on the telephone?

1	2	3	4	5

4. How well do you like reading? (Repeat for other curriculum areas)

1	2	3	4	5

5. How much of a talker are you?

1	2	3	4	5

6. Are you more like the "tortoise" or the "hare" in the story?

1	2	3	4	5

7. How do you feel about fighting as a means of handling problems?

1	2	3	4	5

8. Do you think your classmates are fair to each other?

1	2	3	4	5

9. What do you think of this lesson or activity?

1	2	3	4	5

10. Because of a food shortage, people are allowed to eat only ONCE each day. Which time would you prefer:

1	2	3	4	5
Breakfast	Mid-morning	Lunch	Mid-afternoon	Dinner

TITLE: PLAY A ROLE **LEADERSHIP/PROCESS** Grades 4, 5, 6

GOAL: To give students practice engaging in a specific Task and People Job by assigning students a leadership role to play.

ABSTRACT: During a group discussion or a group activity, each student is responsible for a specific Task or People Job.

MATERIALS: Any materials required for Leadership/Content lesson chosen to be used with this lesson, plus a packet for each student containing leadership role-playing cards.

PROCEDURE:

1. Choose content of lesson. (See lesson alternatives identified as Leadership/Content.)
2. Introduce content lesson to students.
3. Divide students into groups of 8 or 9.
4. Introduce role-playing with the following statement:
   a. During this activity (or discussion) each of you will have one major leadership job or role to play. You will be assigned a Task Job or a People Job and you are to play your role as much as possible but you may do other Task or People Jobs as well. There may be one or two other students that draw the same job as you. At the end, you will be asked how your groups worked together. If there were problems we will see where they came from and see if the problems were caused by students not doing their Task and People jobs.
   b. Now I will give each of you a card. Written on that card is your job. Don't let others in your group see your job. We want to see if they can guess which job you have.
   c. During this lesson, we will also assign a few people to be observers. They will be watching your group to see if they can tell which roles were assigned.
5. Rotate cards so that students are exposed to more than one Task and People Job. Specific cards may be given to specific students depending on their needs. Be sure that each small group has a balanced assignment of leadership jobs.
6. After the group completes the lesson, ask group members to guess which jobs other group members were assigned by pointing to the person they thought had a specific leadership job. Then have the person who did have the job raise his or her hand. Repeat for all leadership jobs.

DISCUSSION:

1. Was it easy or hard to role-play your job?
2. Were you able to guess which jobs other people in your group were assigned?
3. Did role-playing these jobs help your discussion?

TITLE: RESCUE LEADERSHIP/INFLUENCE Grades 4, 5, 6

GOAL: To remind students of the importance of including each group member in a group's problem-solving process.

ABSTRACT: Given a situation card and several resource cards, groups think up rescue plans. Students are later surveyed as to whether or not they felt included in their group.

MATERIALS: Situation cards; resource cards; "felt included" surveys.

PROCEDURE:

1. Divide class into groups of six to eight students each.
2. Place the packs of situation cards and resource cards on a table.
3. Each group sends a member to the table. The person draws one situation card and five resource cards.
4. The person returns to his group. Teacher signals all groups to begin a 10-minute period when they must think up a rescue plan for a group placed in that situation with only those resources available.
5. After the time limit, ask each group to tell what their situation was, what their resources were, and to share their plan.
6. Now pass out to each student a "FELT INCLUDED" survey. Anonymously, each student is to answer if he felt a part of the group or if he felt left out. Put the class total on the board for a "felt included score." In lieu of the "Felt Included" survey, students can be asked to put their heads down on their desks with their eyes closed and raise their hands if they did not feel included.
7. Repeat activity giving all groups a new draw of cards. Be sure to encourage the class to better their "felt included score." At the end of this 10-minute planning and sharing, again anonymously survey the class and post the total on the board. Has the class score improved? Why?

DISCUSSION:

1. What does it feel like when you are not included?
2. Is the group more effective when everyone feels included? Why or why not?
3. Do people who feel included like their group more than people who do not feel included?
4. Do you ever feel like you are not included in other kinds of classroom groups?
5. What can we do this week to help more people feel included?

RESCUE - SUGGESTED TOPICS FOR SITUATION CARDS AND RESOURCE CARDS

GROUP SITUATION CARDS

Your car runs out of gas in the desert.

Your group is caught in a snowstorm while hiking in the mountains.

Your group is accidentally locked in the city zoo after hours.

During a power failure, your group is caught in an elevator between floors.

Your van breaks down in a small village in South America.

Your boat washes ashore on a small deserted island.

Your group becomes separated from the main group while on a safari in Africa.

Your group is accidentally locked in an abandoned warehouse.

RESOURCE CARDS

- Compass
- Aluminum foil
- Four quarters
- Fishing line
- Transistor radio
- Bicycle
- Rubber bands
- Parachute
- Pie tin
- Ten feet of rope
- Pocket watch
- Hatchet
- Trumpet
- A sack of walnuts
- Pocket knife
- Magazine
- Marking pens
- Kitchen matches
- Candles
- Bottle of Coke
- Basketball
- German Shepherd dog
- A lantern
- A coconut
- Adhesive tape
- Hammer and 12 nails
- A pillowcase
- A box of paper clips

STUDENT "FELT INCLUDED" SURVEY

Answer this question honestly. No one will know your answer.

Did you feel you were a part of your group, or did you feel left out?

Check one:

________ I was a part of my group.

________ I felt left out.

TITLE: WHICH TEACHER WOULD YOU RECOMMEND? LEADERSHIP/CONTENT Grades 4, 5, 6

GOAL: To provide an interesting activity for practicing leadership roles. To be used only with one of the Leadership/Process lessons.

ABSTRACT: Students discuss and select a classroom teacher from four potential candidates.

MATERIALS: Handout for each student describing the four potential candidates.

PROCEDURE:

1. THIS LESSON IS ONLY TO BE USED WITH A LEADERSHIP/PROCESS LESSON.
2. Divide class into ______ groups (teacher's choice).
3. Introduce process activity (teacher's choice).
4. Introduce the group task by reading the paragraph following the applicable grade-level variation.

    a. Fourth-grade variation:

    This is not a real situation. Pretend that your teacher will be attending a meeting away from school next week for three days. He/she has the option of naming the substitute teacher you will have for the three days. You will be able to help choose the substitute. There are four people on the substitute list. here is a brief description of the four pretend people. Discuss each person and decide on your recommendation.

    b. Fifth-grade variation:

    This is not a real situation. Pretend that your teacher will not be able to complete the school year with your class. You will be having a new teacher beginning next week. We understand that this will involve a period of adjustment for this class. To make it easier, we will let you help choose the new teacher. Four people have applied for the position. Here is a brief description of the four pretend candidates. Discuss each person and decide on your recommendation.

    c. Sixth-grade variation:

    This is not a real situation. Your school has been given the opportunity and money to hire an extra teacher who specializes in a certain subject area. This person would work with each class at least twice a week. Four people have applied for the position, each with a different specialty. Here is a brief description of the four pretend candidates and the services they would offer. Discuss each person and decide on your recommendation.

5. Give each student a copy of the descriptions of the four candidates.
6. Read the descriptions to the class.
7. Ask the groups to share their decision and the reasons for their choice.
8. Ask groups to comment on their experience with the selected process activity.

DISCUSSION:

1. See selected Leadership/Process lesson.

PROJECT S.E.L.F. WORKSHEET

WHICH TEACHER WOULD YOU RECOMMEND?

Grade 4

NAME: Mr. Jim Lewis
AGE: 24 years old
STATUS: Married, one child

EXPERIENCE: Has substituted in all grades.

Finished college one year ago, but has not been able to find a full-time job. A P.E. major in college. Gives the teacher's instructions for the whole day first thing in the morning; students are on their own the rest of the day.

NAME: Mrs. Elizabeth Anderson
AGE: 62 years old
STATUS: Married, no children

EXPERIENCE: 30 years' experience as a kindergarten and first-grade teacher.

Follows teacher's lesson plans, but tries to add extra Art and Music activities. Lets students talk as much as they want. Sends students who won't work to the principal's office.

NAME: Mrs. Susan Davis
AGE: 36 years old
STATUS: Widowed, two children

EXPERIENCE: Taught 4th and 5th grades for six years in another state.

Follows teacher's lesson plans and instructions exactly. Has a firm set of rules. Keeps the room quiet so students can work. Gives extra recess time to students who finish assignments.

NAME: Mr. Dan Johnson
AGE: 45 years old
STATUS: Single

EXPERIENCE: Retired U.S. Army Colonel. One year's substituting in junior high school.

Brings in interesting Science, Social Studies and Art activities of his own. Does not worry about completing the teacher's assignments but expects everyone to take part in activities that he brings in. Keeps students after school who misbehave.

PROJECT S.E.L.F. WORKSHEET

WHICH TEACHER WOULD YOU RECOMMEND?

Grade 5

NAME: Miss Mary Jones
AGE: 23 years old
STATUS: Single

EXPERIENCE: No experience.

COMMENTS: Good grades and recommendations from a teaching college that is known for new ideas and methods concerning teaching.

NAME: Mr. Bill Brown
AGE: 58 years old
STATUS: Married, four children

EXPERIENCE: 18 years' teaching experience in intermediate grades (4, 5, 6).

COMMENTS: Mr. Brown has to miss school occasionally because of his wife's illness. Mr. Brown desperately needs a job because his wife needs a lot of expensive medical care.

NAME: Mr. Tom Smith
AGE: 35 years old
STATUS: Married, no children

EXPERIENCE: 6 years' experience in public schools. Taught at various levels, from kindergarten through 6th grade.

COMMENTS: This teacher is considered not very hard and easy to get along with, but students have said they didn't feel they learned as much as they did from other teachers. His classes do a lot of fun activities, such as special art projects, having parties, and going on field trips.

NAME: Mrs. Nancy King
AGE: 38 years old
STATUS: Married, two children

EXPERIENCE: 5 years' experience as probation officer for Santa Barbara County. 1 year's teaching experience.

COMMENTS: This teacher is considered very strict and demands a lot from her students. However, former students have said that they learned a lot in her class.

L-8

PROJECT S.E.L.F. WORKSHEET

WHICH TEACHER WOULD YOU RECOMMEND?

Grade 6

NAME: Miss Alice Pine
AGE: 31 years old
STATUS: Single

SPECIALTY: Art

EXPERIENCE: 6 years as an artist with an advertising agency; 2 years as an art teacher with the Community Recreation Department.

COMMENTS: Miss Pine is an excellent cartoonist. Many of her students become contest winners because of her instruction. Will also teach crafts, such as ceramics, metal work, and weaving.

NAME: Mr. Larry Stevens
AGE: 51 years old
STATUS: Married, four children

SPECIALTY: Drama

EXPERIENCE: 20 years' teaching experience in intermediate grades (4, 5, 6). Spends his summers working in community theater groups. Has had a few bit parts in the movies.

COMMENTS: Each class will put on its own play, including making costumes and building sets. Performances will be given for students, parents, and the community.

NAME: Mr. Doug Brewer
AGE: 39 years old
STATUS: Married, two teen-age children.

SPECIALTY: Science/Ecology

EXPERIENCE: 4 years as an Air Force pilot; 10 years as a high school Science teacher.

COMMENTS: Runs a laboratory-type science program; very few written assignments. Will also be teaching survival skills, and will take the class on a camping field trip.

NAME: Mrs. Linda Carson
AGE: 27 years old
STATUS: Married, no children

SPECIALTY: P.E.

EXPERIENCE: No teaching experience. 2 years on a professional volley ball team.

COMMENTS: Coaches some team sports, but mostly interested in individual sports, such as golf, tennis, archery, bowling, etc. Will arrange for the class to go to places for participation in these sports if the school does not have the needed facilities.

TITLE: DESIGN A GAME **LEADERSHIP/CONTENT** Grades 4, 5, 6

GOAL: To provide an interesting activity for practicing leadership roles. To be used only with one of the Leadership/Process lessons.

ABSTRACT: Given a set of objects, teams design a P.E. game that can be played with these objects.

MATERIALS: Set of common objects, such as paper cups, a rope, a bucket, a piece of cloth, etc.

PROCEDURE:

1. THIS LESSON IS ONLY TO BE USED WITH A LEADERSHIP/PROCESS LESSON.
2. Divide class into three to five teams.
3. Introduce one of the process activities.
4. Introduce the content or task to the groups:
    a. Each team is shown the same set of objects.
    b. Each team is to design a P.E. game that can be played which uses all of the objects.
5. At the end of the allotted time, one representative from each group is asked to share its game with the class.
6. Ask groups to share their success or problems with the process activity.

DISCUSSION:

1. See selected Leadership/Process lesson.

164

L-10

TITLE: WHAT SHOULD WE BRING? LEADERSHIP/CONTENT Grades 4, 5, 6

GOAL: To provide an interesting activity for practicing leadership roles. To be used only with one of the Leadership/Process lessons.

ABSTRACT: A group problem-solving activity. As a group, the students must arrive at a collective decision.

MATERIALS: Worksheet for the appropriate situation (to be selected by the teacher depending on the grade level).

PROCEDURE:

1. THIS LESSON IS ONLY TO BE USED WITH A LEADERSHIP/PROCESS LESSON.
2. Select for the appropriate grade level and explain one of the following situations: Picnic at Pachacotawatameohmy Lake, Sinking Ship, or Lost on the Moon. (See the following worksheets.)
3. Pass out a worksheet for the lesson to each student.

DISCUSSION:

1. See selected Leadership/Process lesson.
2. (Picnic at Pachacotawatameohmy Lake)
    a. Here are some things that happened to the four students. Did your packs contain things to help them solve these problems?
        1) One of the boys cut his leg and it bled a lot.
        2) It got dark before they decided to return. How did they find their way back in the dark?
        3) They got caught in a rainstorm. Were they able to stay dry?
        4) It suddenly got very cold. What was packed to keep them warm?
        5) They went for a short hike and got lost. How did they find their way back?
3. (Sinking Ship)
    a. How did other groups' decisions compare to yours? How easily did your group reach a decision? Why?
4. (Lost on the Moon)
    a. How accurate were your answers when compared to the N.A.S.A. information?
    b. How did the other groups' answers differ from yours?

Grade 4

PROJECT S.E.L.F. WORKSHEET

WHAT SHOULD WE BRING?

SITUATION: PICNIC AT PACHACOTAWATAMEOHMY LAKE

Four friends are planning a picnic at Lake Pachacotawatameohmy. A mother will drive them within two miles of the lake. But since the road dead-ends there, they will have to walk the two miles to the lake. Each of them will carry a Day Pack. This is the approximate size of a Day Pack. (Teacher will show you.) You have to decide what these four should take in their Day Packs. Discuss this as a group and make a list of exactly what will go in Pack #1, Pack #2, Pack #3, and Pack #4. Remember, they will be hiking over steep mountains, dry sandy gullies, and a wooded area to reach the lake eventually. They will be spending the whole day at the lake. The area they are going to will be safe for swimming, exploring, and making a fire. Think very carefully about the things the four will need. If they forget to take something in their packs, they will be stuck the whole day without it. At the end of the lesson, you will be asked some questions to see how good your choices were.

Because we want each of you to think of some ideas to add to the group discussion, we are going to give you five minutes to make a list of some of your ideas. When the group discussion begins, raise your hand and share with others some items from your list.

HERE ARE SOME ITEMS THAT I THINK THOSE KIDS SHOULD TAKE: ____________________

____

____

RESULTS OF THE GROUP DISCUSSION: We all decided those kids should take:

PACK #1	PACK #2	PACK #3	PACK #4

PROJECT S.E.L.F. WORKSHEET

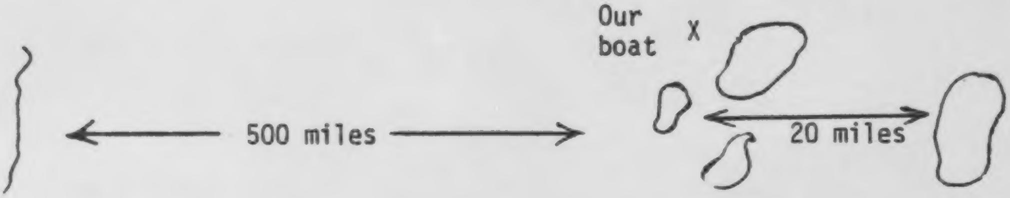
WHAT SHOULD WE BRING?

SITUATION: SINKING SHIP

As a field trip, your group has taken a boat ride to see some islands which lie off the Santa Barbara coastline. The boat is now by a large island. We know that this island is deserted; there are no people on it. We do not know if there are animals on the island or if there is water on the island. From your boat, you can see that there are some trees and greenery on the island. Suddenly, the boat scrapes along a large rock which tears a hole in the boat's bottom. The boat will sink in 30 minutes. Fortunately, there is a small lifeboat that you can use to get to the island, but it is not big enough to sail on the open ocean back to Santa Barbara. There is room for all the people in your group and for five things that you can take with you from the larger boat.

Below is a list of things on the boat. Which five things will your group take? This must be a group decision.

MAP AND LIST OF ITEMS ON BOAT. Your group must choose five.



1. 5 jugs of water
2. Rifle and 10 boxes of bullets
3. Canvas sail from the boat
4. Fishing rod and tackle
5. 1 box of kitchen matches
6. 10 flare kits
7. Axe
8. Knife
9. First-aid kit
10. Pair of rabbits

WHICH FIVE DID YOUR GROUP DECIDE TO TAKE?

1. ______________________________ 4. ______________________________

2. ______________________________ 5. ______________________________

3. ______________________________

PROJECT S.E.L.F. WORKSHEET

WHAT SHOULD WE BRING?

SITUATION: LOST ON THE MOON* INDIVIDUAL WORKSHEET

You are a member of a space crew on a space ship headed for the moon. Your ship is supposed to rendezvous with a mother ship which has already landed on the lighted surface of the moon. Due to mechanical problems, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During the landing, most of your ship and the equipment aboard was damaged. To survive, you must get to the mother ship. You must choose the most important items available for the 200-mile trip.

Below are listed the 15 items left undamaged after landing. Working individually - without discussion - rank these items in the order of their importance for your crew. Place the number 1 by the most important item, the number 2 by the next most important item, and so on through number 15 which would be the least important item.

	Your Rank	N.A.S.A. Rank	Absolute Difference
Box of matches			
Food concentrate			
50 feet of nylon rope			
Parachute silk			
Portable heating unit			
Two .45 caliber pistols			
One case of dehydrated milk			
Two 100-pound tanks of oxygen			
Stellar map (of the moon's constellations)			
Self-inflating life raft			
Magnetic compass			
5 gallons of water			
Signal flares			
First-aid kit containing injection needles			
Solar-powered FM receiver-transmitter			

TOTAL SCORE ☐

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PROJECT S.E.L.F. WORKSHEET

WHAT SHOULD WE BRING?

SITUATION: LOST ON THE MOON GROUP WORKSHEET

Working as a group, you are to decide together on one group rank for each item that best represents the opinion of your group. You are to have a group discussion and come to a group decision.

	Group Rank	N.A.S.A. Rank	Absolute Difference
Box of matches			
Food concentrate			
50 feet of nylon rope			
Parachute silk			
Portable heating unit			
Two .45 caliber pistols			
One case of dehydrated milk			
Two 100-pound tanks of oxygen			
Stellar map (of the moon's constellations)			
Self-inflating life raft			
Magnetic compass			
5 gallons of water			
Signal flares			
First-aid kit containing injection needles			
Solar-powered FM receiver-transmitter			

TOTAL SCORE ☐

TEACHER KEY

LOST ON THE MOON
(Grade 6)

When students have decided upon their individual rankings and their group rankings, reveal the N.A.S.A. rankings.

The answers below were based on N.A.S.A.'s best judgments given the information and knowledge available to them at that time.

15	Box of matches	Little or no use on moon.
4	Food concentrate	Supply daily food required.
6	50 feet of nylon rope	Useful for climbing and for tying things together.
8	Parachute silk	Shelter again sun's rays.
13	Portable heating unit	Useful only if party landed on dark side.
11	Two .45 caliber pistols	Self-propulsion devices could be made from them.
12	Dehydrated milk	Food, mixed with water for drinking.
1	Two tanks of oxygen	Fills respiration requirement.
3	Stellar map	One of the principal means of finding directions.
9	Life raft	CO_2 bottles for self-propulsion across chasms.
14	Magnetic compass	Probably no magnetized poles; thus useless.
2	Five gallons of water	Replenishes loss by sweating.
10	Signal flares	Distress call when line of sight is possible.
7	First-aid kit	Oral pills or injection valuable.
5	FM transceiver	Distress signal transmission possible to mother ship.

LEADERSHIP:

Supplemental Lessons

TITLE: EARN YOUR CARDS LEADERSHIP/PROCESS Grade 4

GOAL: To insure that students do Task and People Jobs while participating in a discussion.

ABSTRACT: Students obtain leadership cards by doing the job described in each card while participating in a small group discussion.

MATERIALS: Packet of leadership cards for each student and any materials for Leadership/Content lesson selected.

PROCEDURE:

1. Select the content of the lesson. (See lesson alternatives identified as "Leadership/Content".)
2. Introduce the content of the lesson to the class.
3. Divide the class into groups of 7 or 8 students.
4. Introduce the process activity of "earn your cards".
    a. Place a large deck of leadership cards in the middle of each group face up. The deck should contain approximately ten times as many cards as the number of students in the group. Stack the deck so that Gives Ideas, Asks Questions, and Encourages Others cards are at the top with most of the Summarizes cards toward the end.
    b. Explain the rules of the game:
        (1) Object is to take as many cards as possible.
        (2) To take a card, the student must do what the card indicates in the discussion.
        (3) Cards must be taken in order.
        (4) You may do any of the other leadership jobs at any time but you may not take a card for them unless the job you do and the top card match.
5. Variation: Students may be seated in a circle and a "mouth" (see Communications lesson "The Mouth") may be passed in one direction around the circle. Only the person with the "mouth" may speak, and anyone who has nothing to say may simply pass the mouth on.

DISCUSSION:

1. What cards were the hardest to pick up? Why?
2. Who got the most cards?
3. Who got the most Gives Ideas cards?
4. Who got the most Asks Questions cards?
5. Who got the most Encourages Others cards?

TITLE: OBSERVE LEADERSHIP/PROCESS Grade 5

GOAL: To help the children learn to identify the various task and maintenance leadership roles.

ABSTRACT: During a group discussion or a group activity, a few students are asked to observe and note the occurrence of Task and People Jobs.

MATERIALS: Any materials required for Leadership/Content lesson chosen to be used with this lesson; student observation sheets.

PROCEDURE:

1. Select the content of the lesson. (See lesson alternatives identified as "Leadership/Content".)
2. Introduce content lesson to students.
3. Explain process of observation with following statement:
   a. During this activity (or discussion), some of you will be observers. You will each have an observation sheet. Everytime you see a behavior that is described on your sheet, you will make a mark or a tally on your sheet. Be prepared to share your observations at the end of our lesson.
4. There are several possibilities for observation sheets.
   a. Observer focuses on one student and tallies any Task or People Job behavior.
   b. Observer focuses on one job (such as "Asks Questions") and makes a tally each time the behavior occurs in the group.
   c. The observer focuses on one job (such as "Asks Questions") and writes down the name of the student who did the job.
   d. The observer focuses on Task Jobs and makes a tally in the appropriate box each time one of the task behaviors occurs in the group.
   e. The observer focuses on People Jobs and makes a tally in the appropriate box each time one of the people behaviors occurs in the group.

DISCUSSION:

1. Discuss observation sheet data.
2. Who did the different leadership jobs?
3. Which were the easiest?
4. Which were the hardest? Why?
5. How could we encourage students in this class to do Task and People Jobs during other class activities?

TITLE: ADVISOR **LEADERSHIP/PROCESS** Grade 6

GOAL: To help students do Task and People Jobs by allowing them to confer and plan their behavior with an "alter ego". To allow children to work in small groups while allowing the whole class to participate.

ABSTRACT: During a group discussion or a group activity, each group member has another student who sits behind him as an advisor. The advisor observes the group and periodically confers with the group member.

MATERIALS: Any materials required for Leadership/Content lesson chosen to be used with this lesson.

PROCEDURE:

1. Select the content of the lesson. (See lesson alternatives identified as "Leadership/Content".)
2. Introduce content lesson to students.
3. Introduce function of advisors:
    a. Each group member will have one student assigned to him who will be his special advisor. Your advisor will sit behind you and observe and take notes. When the teacher calls "time out", the discussion will stop and each team will get together to discuss the process of the group using Task and People Jobs as well as the content of the lesson. At that time, the advisor can make comments or suggestions to the partner. Then the discussion will resume. There will be a total of ______ time-outs during the discussion. Each time-out will last ______ minutes.
4. What the advisor looks for and makes suggestions about can be structured as follows:
    a. How is the member doing in the group? Is he getting to say what he wants to say? Are there ways he can assist the group?
    b. Use Advisors during Play Your Cards (Lesson No. L-2). Advisor can make suggestions on how the member can use his cards in the discussion or activity.
    c. Use Advisors during Play A Role (Lesson No. L-11). Advisor can make suggestions as to how the group member can better perform his assigned role in the group.
5. After 15 minutes and two time-outs, the roles of participant and observer are exchanged.

DISCUSSION:

1. How well did your group work together? Why?
2. How can it work better?
3. Did everyone get a chance to talk? If not, why?
4. Did it help to have an advisor? How?

TITLE: SECRET BIDS **LEADERSHIP/CONTENT** Grades 4, 5, 6

GOAL: To provide an interesting activity for practicing leadership roles. To be used only with one of the Leadership/Process lessons.

ABSTRACT: Given X amount of money, small groups must decide how to divide this money to bid on various items.

MATERIALS: None.

PROCEDURE:

1. THIS LESSON IS ONLY TO BE USED WITH A LEADERSHIP/PROCESS LESSON.
2. Divide class into _____ groups. (Teacher's choice)
3. Introduce process activity. (Teacher's choice)
4. Introduce the content or task to the group:
    a. Each group receives $100 as a "bank balance."
    b. A list of six items is posted on the board. (Suggested items: (1) a million dollars; (2) lots of friends; (3) one really good close friend; (4) being the best at any one thing you want; (5) being super smart; (6) a vacation for your whole family in Hawaii; (7) good health throughout your life; (8) changing your appearance to look like your favorite movie star; (9) the powers of Superman; (10) your own fairy godmother.
    c. Each item will be credited to the group that bids the most for it. The amount that each group will bid for each item will be discussed and decided in a 15-minute session. At the end of this session, each group will hand to the teacher a secret bid recording all six items and the amount that the group has decided to bid for each. Each item must be bid on and the minimum bid is $1.00. All bids must be in terms of dollars only. No dollar-and-cents bids will be accepted.
    d. The teacher will then post the amount that each group has bid on each item. The group submitting the highest bid gets credit for that item. It may be possible for one group to get credit for more than one item. It may be possible for a group to get credit for no items.

DISCUSSION:

1. Why did your group bid the way it did?
2. What is the most important item listed? Why?

L-15

TITLE: ARCHITECT LEADERSHIP/INFLUENCE Grades 4, 5, 6

GOAL: To increase individual satisfaction by allowing students to contribute to a group effort. To increase cohesion by allowing students to participate successfully in group problem-solving.

ABSTRACT: Given a set of materials, teams construct a building that is rated by judges.

MATERIALS: Set of common materials, such as scissors, tape, glue, two boxes, egg carton, three trays, four paper cups, newspaper and ice cream sticks.

PROCEDURE:

1. Divide students into four groups.
2. Explain the task to the four groups and hand out the materials to each group.
    a. Give each group a set of materials.
    b. Each group is to build something using all their materials. They will have 30 minutes to plan and construct their design. Before building, they must write their plans and show them to the teacher.
    c. Each group's construction will be judged according to the following criteria which are announced to the whole class before building begins: Height (exact measurement of height); sturdiness; beauty or attractiveness; and how closely the design follows the original plans.
3. When all groups have completed their projects or the allotted time has run out, students are to vote for the best one, using the above criteria. Students may not vote for their own group.

DISCUSSION:

1. How did you feel about working with your group on this project?

TITLE: CATEGORIES LEADERSHIP/INFLUENCE Grades 4, 5, 6

GOAL: To increase individual satisfaction by allowing students to contribute to a group effort. To increase cohesion by allowing students to successfully participate in group problem-solving.

ABSTRACT: Children work in small groups and collectively complete a word puzzle. Each group tries to come up with solutions different from the solutions of the other groups.

MATERIALS: 5" x 5" blank matrix for each student.

PROCEDURE:

1. Divide the class into small groups of 5-6 students each and pass out a blank matrix to each student.
2. Explain the task in the following manner:
   - a. "You are to try to complete a word puzzle. You will note that there are 6 squares across and 6 squares down, a total of 36 squares. You are to try to complete this puzzle by putting one word in each of 25 squares.
   - b. "Although you are seated in your group, we want each individual person to work on this puzzle for 5 minutes alone. Then when you get together with your group, you will already have thought of some answers yourself.
   - c. "Now this is how you will know which words to put in the blanks. Across the top, write these 5 categories." (See following examples.) "Now down the side, write the 5 letters of this word." (Teacher thinks of a 5-letter word.) "Think of answers to the category that begin with the letter and write the answer in the appropriate square.
   - d. "You will have 5 minutes to work on this puzzle individually."
3. After the five minutes have elapsed, tell the students:
   - a. "Now you will get together with your group. One person will be the secretary and take a blank matrix and write the group's decision as to what words go in the squares.
     - (1) "Later when we score this, we will give a point to the team(s) that has an answer that DIFFERS from the other groups. For example, if the block in question is foods beginning with an "L" and the answers are:

       Group 1 - lemon
       Group 2 - lettuce
       Group 3 - lemon
       Group 4 - lettuce
       Group 5 - lima beans

       "Group 5 is the only group that gets a point. So, if you have more than one answer for a square, pick the one that you think the other groups will not think of.
     - (2) "This is to be a group effort. Work together as a group to share your ideas. Vote as a group on which answer you think is best. And, if that answer doesn't get you a point, DO NOT PUT DOWN the person who suggested that answer. You all voted on it and it was your group's decision.
   - b. "You will have 10 minutes for the groups to fill in the group puzzle."

4. Share and score.

DISCUSSION:

1. How did you feel when the group used one of your ideas?
2. Did you participate as much as the others in the group? If not, why not?
3. Did you feel included?
4. Use with other subjects.

Sample List of Categories

States

Cities

Countries

Capitals

Presidents

Flowers

Vegetables

Animals

Birds

Fish

Things to live in

Furniture

Things that are written

Things that are read

Clothing

Example:

	P	E	A	C	E
Flowers	Poppy			Carnation	
Vegetables	Pumpkin	Eggplant		Cauliflower	
Animals			Aardvark		Elephant
Birds				Condor	
Fish	Perch				

TITLE: WHO INFLUENCES US? LEADERSHIP/INFLUENCE Grades 4, 5, 6
Norms

GOAL: For students to become aware of the kinds of students who have influence in their classroom.

ABSTRACT: Given a list of descriptions of various kinds of students, class discusses and decides how much influence these kinds of students would have in their classroom.

MATERIALS: List of descriptive statements.

PROCEDURE:

1. Individually, students are given a list of reasons why certain people may have influence over other people in a classroom. (See examples on following page.)

   They are to:

   a. Sort the reasons into three groups: YES if they agree with these reasons and feel these kinds of people do influence others in the classroom; NO if they disagree with these reasons; and SO SO for all the reasons in the middle.

   or

   b. Rank the reasons from #1, the thing they think is most important in having power in the classroom, to #10, the thing they think is least important.

2. Students join into groups of 10 students each (3 classroom groups) to discuss and summarize the results. This does not have to be a consensus, but a chance to organize their ideas in some kind of summary form.

3. A spokesman for each group presents the findings of his group to the rest of the class.

DISCUSSION:

1. Encourage the class to develop a list of norms or rules from the lists that will help people have more power if they follow them.

2. Encourage a critical evaluation of the reasons. Ask the children if these are good reasons for getting influence and if they promote educational goals.

L-17

PROJECT S.E.L.F. WORKSHEET

WHO INFLUENCES US?

Do you always do what other kids ask you to do?

Do you always think about what other kids think of you?

Probably not - for ALL kids - but there are some people that are very important to you - that influence you. What are these kids like? Here is a list of reasons that other people have said are important reasons they are influenced by others.

1. This person is really smart and gets good grades.
2. This person is a good fighter.
3. This person is very friendly.
4. This person has a lot of good ideas and knows how to express them.
5. This person is one of your best friends and plays with you a lot.
6. This person gets along with the teacher really well.
7. This person doesn't start fights and doesn't bug other people.
8. This person is really popular with the other kids.
9. This person is really good looking.
10. This person does you a lot of favors and even gives you things.
11. This person is big and strong.
12. This person can do a lot of things really well.
13. This person is good at sports.
14. This person never chops or cuts anyone down.
15. This person has a lot of things and a lot of money.
16. This person gets into a lot of trouble but is a funny person.
17. This person will get a lot of kids after you if you don't do it (whatever they tell you to do).
18. This person isn't afraid to do things differently from the way others have done them.
19. This person doesn't tease or bother other people.

NORMS:

Teacher Guide

CLASSROOM NORMS

by Edward F. Vacha

Norms are shared expectations that govern the conduct of individuals. Norms are uniquely social. They are always the product of group interaction and they are always consensual. That is, norms are shared by most group members, they are often followed even by group members who do not agree with them, and they remain in force only so long as most group members support them by conforming to them. In this respect, norms are subject to change whenever group members interact. Each time an individual conforms to a norm he supports and strengthens that norm because others observe his behavior and thereby have evidence that the norm is still in force. Similarly, each time group members observe an individual violate the norm without being punished, the norm is weakened.

Norms are created through a process of natural selection. When group members encounter a problem their group has not previously solved, such as attempting to achieve a new goal or complete a task never previously undertaken by the group, individuals will adopt patterns of behavior that are effective through trial and error. When group members observe others successfully dealing with the problem, they are likely to adopt the same behavior themselves. If the behavior continues to be successful, more and more group members will adopt it, and they will eventually come to expect all group members to adopt it. In fact, they may even develop a rule which specifies that all group members should adopt that behavior.

My own research with primary grade students provides an illustration of the formation of student norms. Most of the second and third grade students at one of the schools I observed were playing kickball at recess whenever possible. There were four distinct play groups, each of which tried to play kickball during most recesses, and each of which wanted to play only amongst themselves. However, there were only two playing fields which were suitable for kickball. As a result, the student groups often wanted to use the same field at the same time, but they refused to play with members from other groups. This competition for suitable playing spaces resulted in many playground disputes and fights.

At first, individual students attempted to secure a playing field for their play group by force; they attempted to occupy a field and defend it from members of other play groups by forcibly excluding them. However, this solution to the problem led to fights and fighting was punished. Furthermore, when fights did occur, the teachers on "yard duty" usually insisted that the two competing groups must share the field and play together. Later on, students who had the ball to be used in the game tried to solve the problem by claiming the right to include and exclude players of their choice on the grounds that they had the ball and should therefore organize the game and teams. However, this strategy also resulted in fights and disputes whenever students from each group had their own ball.

Finally, over a period of weeks, the students adopted a norm for assigning ownership of the field. The students from each play group who had a ball raced to the field and bounced the ball on each base while chanting, "tap, tap, we have the field." The first student who bounced the ball on each base secured the field for his team.

182

This norm solved the students' problem because it provided a clear-cut way to determine which group should get the field without attracting the attention of yard duty teachers who would insist that the field be shared. As long as the students from each group accepted and supported this norm, they eliminated the fighting that led to the "yard duty" teacher insisting that all groups share the field. This norm was so effective that it became a part of the play culture of primary grade students. It was first adopted in 1973 and, as of this writing (1977), it is still being used by primary grade students at the school in question.

Typical Problems Stemming From Student Norms

Mistaking Norms For Individual Psychological Problems

Norms are group agreements, but they are usually manifested in individual behavior because they shape and guide the psychological processes of each group member. They not only influence overt behavior, but they also influence students' thinking, their evaluations or feelings, and their perceptions of their physical and social environment. Because norms affect individual psychological processes and because they are manifested in the actions of individual group members, it is tempting to focus on the individual's psychology rather than the social group when norms produce problems in the school. For example, in the case of the kickball players described above, the teachers often tried to deal with the fighting over playing fields by focusing on individual students. They became convinced that the problem occurred because some students were overly aggressive, and they tried to eliminate the problem through the use of punishment of students who fought on the playground. However, this technique did not solve the problem. As long as the students had no way to allocate the playing fields, they continued to fight. The problem was a social problem, and the students finally solved it themselves with a uniquely social solution; they developed a consensual norm that eliminated disputes and fighting.

Violations of Taken-For-Granted Norms

Dealing with student norms is particularly difficult because many of them are taken for granted. Every group has some formal norms which most members recognize and can verbalize in the form of rules, but they also have many taken-for-granted norms that most members are unable to describe or verbalize in the form of rules.

These norms are routinely followed and rarely violated, but when they are violated, group members respond by punishing the violator in some way. Sometimes students who are punished or harassed by their classmates for no apparent reason have accidentally violated taken-for-granted student norms. Because students cannot verbalize the norm, the teacher attempting to deal with the problem may be misled into assuming that the problem is either an individual problem of the harassed student or that it occurs because the other students simply enjoy harassing him. When students are punished for violating taken-for-granted norms, it is particularly tempting to attempt to solve the problem by focusing on individuals and attempting to change their behavior. But, as long as the taken-for-granted norm remains in force and the harassed student continues to violate it, the problem will be difficult if not impossible to solve through the use of techniques aimed at changing individual behavior.

On the other hand, problems stemming from the violation of taken-for-granted norms can often be solved quite easily if the teacher recognizes the problem for what it is. Such problems can often be solved in a single discussion period in which the classroom group works to discover and verbalize its taken-for-granted norms. Once the harassed student learns the norm he is violating, he can adjust his behavior accordingly and avoid punishment by conforming to the taken-for-granted norm.

The Existence of Counter-Norms That Impede Learning

Student norms can impede learning if they run counter to the goals of education. Students sometimes develop counter-norms which limit student participation in class and which discourage students from taking an active interest in their school work. In extreme cases, students who participate in class discussions, raise their hands to answer the teacher's questions, or attempt to excel in their studies are labeled "teacher's pets" and are punished or excluded from participation with the rest of their classmates. In these classes, those who defy the teacher or who in some other way demonstrate their opposition to school and teachers may be rewarded by their classmates, and they may become student leaders.

Often students follow such counter-norms, not because they believe the norm is right or correct for them, but because they are afraid of the disapproval of their classmates. Sometimes such norms persist even though the majority of the students disagree with them. This condition has been labeled "pluralistic ignorance"; each group member disapproves of the norm, but they all think that the rest of the group supports the norm and are afraid to voice their disapproval or violate the norm because they believe the other group members will punish them.

Students in the fourth, fifth, and sixth grades often maintain norms which impede learning through pluralistic ignorance. These students are particularly sensitive to pressure to conform from their peer group because they value acceptance by their classmates very highly. They are often afraid to test such norms because they would rather conform to a rigid and narrow set of norms than risk disapproval from their classmates. Once students discover that many of their classmates also disapprove of the norm, they will be willing to attempt violating it, and, if they are not punished, the norm will be weakened and eventually dropped.

The Existence of Overly Rigid or Narrow Ranges of Acceptable Behaviors

Student norms can also cause problems in the classroom if they limit students to a narrow range of acceptable behavior, dress, and/or appearance. Students sometimes punish their classmates if they do not act, look or dress in the "correct" manner. These norms are particularly hard on students who are unable to change their appearance, dress or behavior. Through no fault of their own, they are punished for violating a norm to which they cannot conform. Furthermore, because students do not want to be identified with others who do not have the "correct" or "in" dress, behavior, or appearance, many students who would normally befriend these others will avoid them even when they disapprove of the norm. Such norms are often maintained through pluralistic ignorance or through acceptance of overly rigid standards. Once students discover that such norms are not considered "right" by many of their classmates, they will be willing to associate

184

with those who cannot meet such norms. Classroom discussions aimed at discovering student norms, exposing examples of pluralistic ignorance, and encouraging tolerance of a wider range of behavior, dress and appearance, can often eliminate these problems rather quickly.

Conflicts Between Teacher Expectations and Student Norms

Most teachers have rather definite expectations for students in their classroom, and they often attempt to encourage students to meet these expectations by establishing a set of classroom rules of conduct. However, merely listing one's expectations as rules and insisting that all student members must follow them do not make these expectations part of the students' normative system. Students may develop their own norms which conflict with teacher expectations, and they may punish students who meet teacher expectations (and thereby violate student norms).

When this conflict between teacher expectations and student norms occurs, students often must develop some means to avoid student punishment and the teacher's disapproval at the same time. Often students solve this dilemma by following the teacher's rules only when the teacher is observing them, and by publicly demonstrating their allegiance to the student norms by conforming to the teacher's rules on a superficial level while criticizing the rules and rewarding students with the courage to violate them. In such situations, the teacher is often afraid to let the students work or play independently because he cannot trust them to meet his expectations, and the students may complain that "the teacher always bosses us around."

One way to avoid or reduce conflict between teacher expectations and student norms of classroom conduct is to involve students in the development of classroom norms. Norms and rules are collective solutions to problems. If the teacher explains the problems needing solutions, rather than merely presenting the students with a list of rules, the students will recognize the need for classroom norms. In most such cases, the students will be willing to help the teacher develop classroom norms if they are convinced that a problem exists. Of course, if the teacher cannot provide a convincing case for the need of a norm or rule of conduct, the students may not be willing to create a classroom norm.

However, sometimes classroom rules are instituted by teachers without a valid reason or need. Such rules may have been needed to solve a problem encountered by other classes in the past, and it is tempting to maintain these rules long after the need for them has disappeared. Superfluous rules produce student resentment, and they are often resisted by students on the grounds that they are arbitrary and limit student freedom of action for no useful purpose.

Periodic class discussions should help the teacher eliminate out-of-date rules, and, when consensus between student norms and teacher expectations is achieved, students will support and strive to follow classroom rules because they are enforced by their classmates as well as the teacher.

IMPROVING CLASSROOM NORMS

The Project S.E.L.F. program for improving classroom norms is designed around the goals of clarifying students' take-for-granted norms, developing norms that support individual diversity, clarifying student norms and reconciling them with teacher expectations, and teaching students how norms are developed. In addition, the filmstrip "Classroom Norms" introduces the concept "norm" to the students and provides them with a simple explanation of the concept.

These lessons are divided into "core" and supplementary lessons. The core lessons are designed to provide the basic instructional component for solving problems stemming from student norms in "typical" classrooms. The supplementary lessons may be used in addition to the core lessons in classrooms that have particularly severe problems. Also, since many of the norms lessons are not effective if most of the students have already been exposed to them, the supplementary lessons should be used *instead of* the core lessons in classes in which most of the students have participated in the Project S.E.L.F. program during the previous year. When these supplementary lessons are used for classrooms with particularly severe problems, they should be conducted *in addition to* the core lessons. The diagnostic test described in the next section should be used to determine whether or not there is a need for supplementary lessons.

Sequencing and Scheduling Norms Lessons

The core lessons should be conducted in the sequence in which they appear in this handbook.

The first three lessons and the filmstrip "Classroom Norms" should be presented during a three-week period devoted to classroom norms. It is particularly important to expose the students to the filmstrip and the first three lessons in as short a time span as possible. The concept "norms" is quite abstract and difficult for students in the fourth through sixth grades to grasp. Frequent repetition of the initial lessons following exposure to the filmstrip should provide the necessary repetition for the students to develop a grasp of this difficult concept.

The other core lessons may be conducted throughout the school year. The suggested schedule for conducting lessons at the front of this handbook may be used as a guide for sequencing the norms lessons.

The supplementary lessons should also be conducted in the sequence in which they appear in the handbook. If they are used to supplement the core lessons, they should be conducted *after* the students have been exposed to the filmstrip and the first three core lessons.

NORMS:

Diagnostic Survey

187

DIAGNOSING STUDENT NORMS

The following diagnostic survey is designed for teachers to use to determine whether or not their classrooms have social problems stemming from student norms. Norms are not easily discovered; no group will have complete unanimity concerning what is "the right way to act". Furthermore, the existence of taken-for-granted norms and "pluralistic ignorance" makes it impossible for students to verbalize all of their norms. As a result, the following survey does not measure norms directly. Rather, it asks each student to indicate what he *thinks* is the group norm. However, individual behavior is always the product of the individual's *perception* of group norms. If most students believe their classroom group has a particular norm, they will conform to it regardless of whether or not their belief or perception is correct.

If you wish to determine whether or not the normative structure of your classroom has been improved or clarified during the school year, you may readminister the survey at the end of the year and compare the post-test scores to the pre-test scores.

The Classroom Norms Survey

The survey "Classroom Norms" consists of four sentence completions. They may be scored according to the following key:

Survey Item	Points Possible
1. Most students in this class	
a. don't like you if you look different or act differently from the others.	0
b. like you even if you look different or act differently.	1
2. If the teacher likes you ...	
a. most of the students will *not* like you.	0
b. most of the students in the class will like you, too.	1
3. If you raise your hand in class a lot, or if you know the answers to most of the questions the teacher asks ...	
a. the other students in the class will like you.	1
b. the other students in the class will think you are "showing off" and they won't like you.	0
4. In my class, most of the students believe ...	
a. it is good to work hard in school.	1
b. only a "teacher's pet" or a "sissy" would *want* to work hard in school.	0

Each item is designed to measure a different aspect of the class's perception of their norms. Item one tells the teacher whether or not the students believe the class norms support individual diversity. Item two indicates whether or not there is a norm limiting student affection for teachers. Item three serves to indicate whether or not students believe there is a class norm which supports participation in class discussions. Item four measures whether or not the students believe the class norms support academic achievement.

This survey does not measure every aspect of student norms. However, it does identify the existence of class norms (or students' belief in the existence of class norms) which impede learning, limit student participation, or limit the range of acceptable student behavior and appearance.

Administering the Classroom Norms Survey

The attached sample may be used as a duplicating master for making a Thermofax ditto master or it may be directly duplicated if you have access to a direct copying machine.

Administer this survey after the tenth week of school. Read the directions to the students. Be sure to also read each item to the students to make it as easy as possible for students who do not read well to answer correctly the survey items. Be sure the students work privately, and instruct them to avoid discussing their answers. Tell the students not to put their names on their surveys in order to encourage them to answer as honestly as possible.

Scoring the Classroom Norms Survey

Each student may receive up to four points; therefore, a class of thirty can receive up to 120 points. It is the classroom score which must be computed. The attached score sheet may be used to record students' surveys.

Analyzing the Data

Based on our experience in administering this survey to ten Project S.E.L.F. classes and ten control group classes, an "ideal" class should receive at least seventy-five percent of the total possible points on this survey. Therefore, a class with thirty students should receive at least ninety points. If your class receives less than seventy-five percent of the total possible points, you may wish to consider conducting the supplementary lessons in addition to the core lessons.

You may also wish to examine your class's score on each item. Again, based on our past experience with this survey, a class score of less than seventy-five percent of the possible points on any given item indicates that specific norms or students' perception of these norms need improvement.

Observation Guide

The discovery of student norms is very difficult because norms are usually taken for granted and rarely stated. Such norms may only be apparent when violators are punished. One way to discover student norms is to try to develop what C. Wright Mills has termed the "sociological imagination." That is, when conflict, harassment of students, or disruption occurs in the classroom or on the playground, try to ignore the personalities involved, and ask yourself what kinds of behaviors most often lead to these problems. Often what at first appears to be a series of unrelated disputes may actually turn out to be a consistent pattern of disruption when a certain line of action is pursued in a certain situation. That line of action may be a violation of some taken-for-granted student norms.

Also, try to determine what student norms of fairness are and be alert for any conflicts between student norms of fairness and your own standards of fairness. For example, in the case of the primary grade kickball players described in the preceding teacher's guide, the students and teacher did not share the same standards of fairness. The teachers believed the members of different play-groups should share playing fields and equipment and considered the students' attempts to exclude certain groups from their activities as "unfair." However, from the students' point of view, the teachers were "unfair." The play-groups were quite different in terms of the age and athletic abilities of the members. Students in play-groups composed of older, more skillful players resented having to play with younger, less skillful players because the members of the less-advanced play-group were so inept that they slowed down the pace of the game and made it boring. On the other hand, members of the less skillful play-groups also resented being forced to play with other play-groups because these more skillful players made the game too difficult and "bossed them around." In short, when teachers and students do not share the same norms or standards of fairness, considerable dissatisfaction and hostility may be engendered on both sides. What at first may appear to be a fair decision to an adult may turn out to be very unfair when examined from the standpoint of the children. When teacher and students are in conflict over what is fair, the teacher may be viewed as arbitrary and unreasonable by the students. If this view persists, student resentment may lead to disruptive behavior.

CLASSROOM NORMS

Instructions

1. Do not put your name on this survey.
2. Pick the ONE answer you think is best for each question and place an X in the box by it.
3. If you are not sure which answer is the best one, make your best guess.
4. REMEMBER: THERE IS NO RIGHT OR WRONG ANSWER.
5. Be sure to answer each question.

Sample: The thing I like most about school is ...

☐ lunch

☐ P.E.

1. Most students in this class...

   ☐ don't like you if you look different or act differently from the others.

   ☐ like you even if you look different or act differently.

2. If the teacher likes you...

   ☐ most of the students will not like you.

   ☐ most of the students in the class will like you, too.

3. If you raise your hand in class a lot, or if you know the answers to most of the questions the teacher asks...

   ☐ the other students in the class will like you.

   ☐ the other students in the class will think you are "showing off" and they won't like you.

4. In my class, most of the students believe...

   ☐ it is good to work hard in school.

   ☐ only a "teacher's pet" or a "sissy" would want to work hard in school.

SCORE SHEET FOR "CLASSROOM NORMS"

Place a tally mark for each point your class scores on each item.

Item	Tally Marks	Total	Total Possible (one point for each survey)	Percent of Total Points Possible
1.				
2.				
3.				
4.				
CLASS TOTAL				

NORMS:

CORE LESSONS

TITLE: DOES IT BUG YOU? NORMS Grades 4, 5, 6

GOAL: To help students identify and share classroom norms of conduct and behavior.

ABSTRACT: Students complete a survey of objectional behaviors which is then summarized and presented to the class.

MATERIALS: Student worksheets.

PROCEDURE:

1. Add any behaviors to the list which currently "bug" people in the classroom or at recess.
2. Give students the worksheet questionnaire that lists some of the reasons that students may reject other students or some of the reasons why students get into trouble with classmates.
3. Read each question to the class before they choose the five things that "bug" them the most. Ask students for further things that bug them; write these on the board.
4. Have the class circle the five things that bug them the most. If one of the five is an item written on the board, have the students write it at the bottom of the list and circle it.
5. When they have chosen five items, instruct the class to write on the back of the worksheet the things they think "bug" the teacher the most.
6. While students are filling out the worksheet, write the list on the board in abbreviated form.
7. Tabulate on the board the number of times boys versus girls said each item bugged them. Have all students add the two numbers together and write the grand total for each question on their worksheet.

DISCUSSION:

1. Were you surprised that this behavior does/does not "bug people?
2. Do you see any similarities or differences between what bugged boys and girls?
3. If someone discovers today that he/she does something that "bugs" other students in this class, what can he/she do about it?
4. How do you feel about people who do those things?
5. What can we do when people do the things that bug us?
6. Share and discuss what bugs the teacher the most.

PROJECT S.E.L.F. WORKSHEET

DOES IT BUG YOU?

Circle the five (5) things listed below that bug you the most. On the back of this sheet, write five things that you think bug the teacher the most.

DOES IT BUG YOU ...

if someone bosses other people around?

if someone acts silly all the time?

if someone has to be the center of attention?

if someone is shy and never talks?

if someone has to have his/her way all the time?

if someone is smarter than you are?

if someone won't share his/her things with you?

if someone can do things that you have troubles with?

if someone wears newer clothes than you?

if someone doesn't know how to dress?

if someone is a sloppy dresser?

if someone isn't clean?

if someone gets in fights a lot?

if someone gets upset too easily?

if someone calls you names?

if someone always pokes or hits at you?

if someone tells secrets to another student while you are around?

if someone stares at you?

if someone is always "tattling" to the teacher?

if someone answers a lot of questions in class?

N-2

TITLE: DON'T PUSH OUR BUTTON NORMS Grades 4, 5, 6*

GOAL: To help students discover classroom norms of conduct.

ABSTRACT: Students develop a list of things that "push our button" (cause disputes). They then formulate rules which, if followed, would avoid such situations.

MATERIALS: Art materials for making five to eight large posters.

PROCEDURE:

1. Explain to students that certain things we do almost always make others angry. These things "push their button" and thereby start fights. Stress that pushing buttons causes problems and not fun.
2. Write on the board places or situations where buttons gets pushed; for example:
   a. In class while working in groups.
   b. In class while working individually.
   c. In the cafeteria.
   d. At recess.
   e. While lining up.
   f. Going to and from school.

   Select enough places (categories) so that there is one for each small group that will be formed later in the lesson.
3. On the blackboard, list all things that the students say "push their buttons" under each of the place headings.
4. Form enough student groups so that each group may be randomly assigned one place category from the list.
5. Instruct the groups to use the lists under their category to make and illustrate a poster warning people not to push their buttons. Use the following as an example and rank norms in the order of importance.

   DON'T PUSH OUR BUTTON AT RECESS
   by
   ○ calling us names.
   ○ pushing us.
   ○ acting bossy.
   ○ acting stuck-up.
   ○ not letting us play.
   ○ taking our stuff.
   ○ wrecking our game.
   ○ teasing us.

   Color the "buttons" or circles of the three most important norms red; color the three next most important norms orange; the next three, yellow, etc.
6. While students are making their posters, the teacher is to make one about what pushes his button in the classroom.

7. Place posters in the classroom where everyone can see them.

DISCUSSION:

1. Why was the class asked to do this lesson?
2. How can this help us make more friends?
3. What do you think pushes the teacher's button in the classroom?

* If 6th grade students have had previous experience with this lesson, an alternative lesson which meets the same objective is N-6.

TITLE: DON'T TEAR ME APART * NORMS Grades 4, 5, 6

GOAL: To encourage children to develop norms which discourage negative comments, put-downs, etc.

ABSTRACT: Children are read a story about a student who is "put down" or "chopped" by others. Each time he is put down or chopped, a silhouette of a boy is torn until it is in pieces.

MATERIALS: Silhouette of a human figure, adhesive tape, and poster board.

PROCEDURE:

1. Prepare a poster similar to the one on the next page and attach it to the wall or bulletin board in a place where it can be easily reached and viewed by the whole class.
2. Staple the script in half pages to the back of the silhouette (described on the next page), so that it can be easily read while holding the figure in front of you.
3. Read the story to the class and tear off pieces of the figure whenever negative things happen to the main character. Pieces should be numbered on the reverse side and torn off in numerical order for easy reassembly.
4. When positive things begin to happen to the main character, tape remainder of the silhouette to poster, using loops of adhesive tape, and reassemble parts in order (sometimes two pieces at once) each time a good thing happens.
5. The poster should be assembled neatly with the torn spots still visible and left up in the classroom as a reminder of how we can often hurt people.

DISCUSSION:

1. What happened in the story?
2. Brainstorm a list of person destroyers (chops); person builders (emphasize person builders).
3. Which kind of statement do you hear most in this class -- person builders or person destroyers?
4. How can we make sure that everyone in class gets more person builders?

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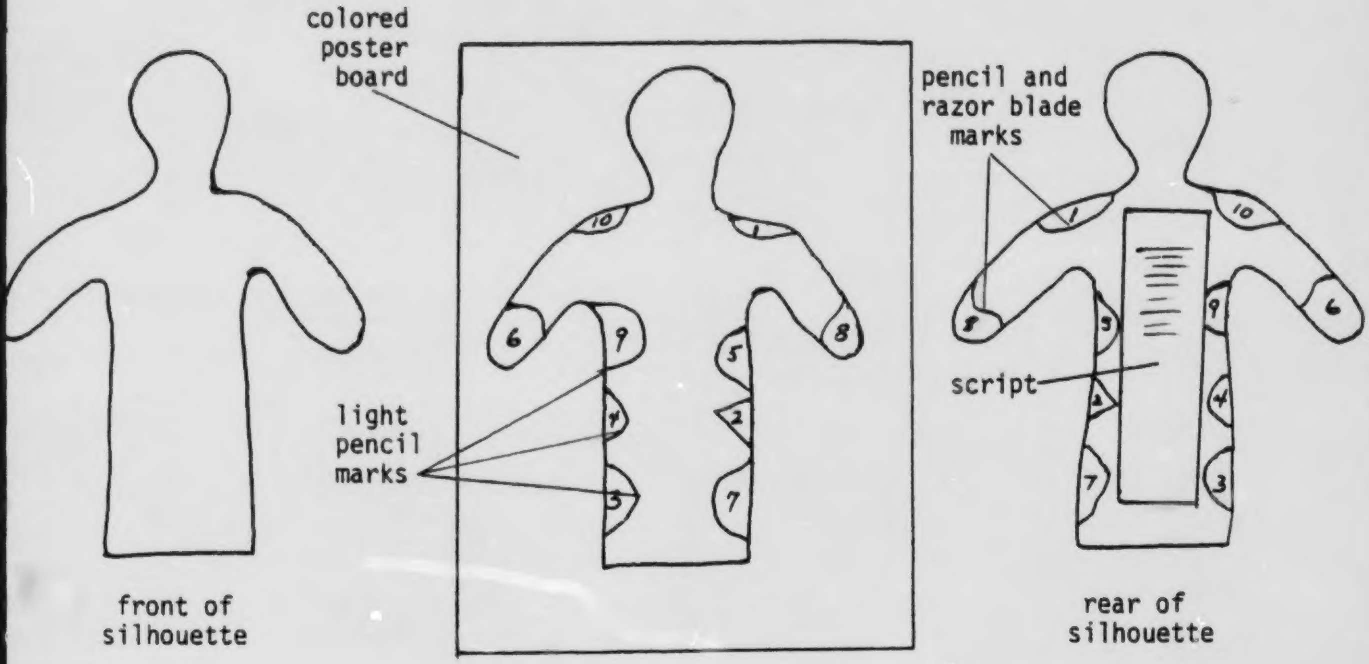
* Adapted from I.A.L.A.C. by Sidney Simon. For further information about current values clarification publications and schedule of national workshops, contact Sidney Simon, Ed.D., Box 846, Leverett, Massachusetts 01054.

POSTER DESIGN


colored poster board
pencil and razor blade marks
light pencil marks
script
front of silhouette
rear of silhouette
1
2
3
4
5
6
7
8
9
10

1. Cut an 18" x 24" humanoid silhouette from stiff tagboard.

2. On the back of the figure, draw lines to indicate the ten pieces to be removed. Trace the pencil marks with an Exacto knife or single-edge razor blade, cutting 3/4 of the way through the paper to facilitate tearing pieces off.

3. Outline the silhouette on a 24" x 30" piece of colored poster board.

4. Keeping the front side of the silhouette up, make approximate duplication on the poster of the pieces to be removed from the silhouette. Number the pieces on the back of the silhouette and on the corresponding space on the poster to facilitate easy reassembly.

5. Cut the script into half pages lengthwise and staple to the rear of the silhouette.

There was a boy in the _____ grade. One morning, he woke up in a very good mood and was excited about starting a new day. On his way to the bathroom, he met his older brother who said, "Well, if it isn't Weird-O. Out of the way, Weird-O. I'm first. *①

[Tear a piece off the silhouette, and continue to rip a piece off for each negative act or statement.]

Recovering from this, he went down to the kitchen to have a quick breakfast. But as he poured the cereal into his bowl, only three Cheerios fell out. No one had saved him any or warned him that they were out of cereal. *② He grabbed a couple of apples, and off to the bus stop he went.

Most of the other kids were already there waiting, and as he approached, two older boys started teasing him saying, "Look at his pants. He's got highwaters on. He's waiting for the flood." *③ Of course, everybody laughed. His new pants that fit him were in the laundry and these were the first ones he saw, but nobody cared about that. All the other students lined up and got in the bus before him, and the only seat left was one next to a girl. The boys in the back of the bus gave him a bad time by calling out, "Hey, look at the two girlies sitting together." *④

When the bus finally arrived at school, he saw a group of his friends playing marbles. As he knelt down with the players, he asked if he could borrow a few marbles so he could join the game. You know what? Not one of his friends gave him any marbles. In fact, no one said a word to him. It was as if he wasn't there. * ⑤

Well, he didn't stay with this group very long, and he walked around the school building to the playing field where his best friend was playing with the new kid in class. As he approached, they stopped talking and after a few moments of silence, his best friend said directly to the new kid, "Come on, let's have a game of tetherball." And they left him without even saying "hello" to him. * ⑥

Feeling very much alone, our _____ grade boy wanders into the classroom 10 minutes early and takes out a book to read.

Once class started, things went all right for awhile. At least nothing bad happened all morning, but he sure didn't feel like raising his hand or talking to anyone. At recess, he was thinking whether to join a ________ game or play tetherball. As he was deciding, the class wise-guy ran by him and challenged "Beat you to the tetherball, 'woman'!" * ⑦

HE STARTED TO RUN AFTER HIM BECAUSE HE WAS MAD AND DIDN'T LIKE BEING CALLED "WOMAN". BUT THE CLASS BULLY STUCK OUT HIS FOOT AND TRIPPED HIM, AND HE WENT SKIDDING TO THE GROUND AND RIPPED HIS SHIRT. * ⑧

BY THE TIME HE GOT UP, THE BULLY AND THE WISE-GUY HAD RUN NEXT TO THE YARD MONITOR WHO HADN'T SEEN WHAT HAPPENED. OUR ____ GRADE BOY KNEW THAT IF HE GOT BACK AT THE TWO BOYS HE'D GET IN TROUBLE AND NOT THEM, SO HE DIDN'T SAY ANYTHING. HE HEADED FOR THE BATHROOM TO WASH THE MUD OFF HIS HANDS AND KNEES.

AS HE PASSES THE GIRLS' BATHROOM, A BUNCH OF GIRLS JUMP OUT AND PULL HIM IN. HE STRUGGLES FREE AND RUNS OUT, BUT WHO SHOULD HE BUMP INTO BUT THE PRINCIPAL WHO GETS ANGRY AND TELLS HIM TO LEAVE THE GIRLS ALONE OR HE'LL CALL HIS PARENTS. * ⑨

BACK IN THE CLASSROOM, HE IS HOPING FOR SOME PEACE AND QUIET AND TO BE LEFT ALONE.

BUT ALL MORNING HE HAS BEEN WEARING A HAT SO THAT NO ONE WOULD NOTICE THE HAIRCUT HIS FATHER MADE HIM GET, AND WOULDN'T YOU KNOW IT, THE TEACHER MADE HIM TAKE IT OFF AND HE GOT LAUGHED AT BY THE WHOLE CLASS. * ⑩

[ATTACH REMAINDER OF SILHOUETTE TO POSTER AND BEGIN PUTTING PIECES BACK TOGETHER.]

HE WAS SITTING ALONE EATING HIS LUNCH WHEN ONE OF HIS CLASSMATES CAME UP AND OFFERED HIM SOME POTATO CHIPS. ⟨1⟩ HE FELT GOOD THAT HIS FRIEND CARED ENOUGH TO SHARE SOME POTATO CHIPS WITH HIM. HE SPENT MOST OF LUNCH TALKING WITH HIS FRIEND ABOUT HOW HE FELT THAT MORNING. ⟨2⟩⟨3⟩

WHEN HE WENT OUT TO THE PLAYING FIELD, BOTH TEAMS PLAYING FOOTBALL CALLED OUT AND PLEADED WITH HIM TO JOIN THEIR TEAM. ⟨4⟩⟨5⟩ HE PLAYED A GOOD GAME AND WAS THROWN TWO BEAUTIFUL TOUCHDOWN PASSES.

WHILE THEY WERE WALKING BACK IN TO CLASS, ONE OF HIS FRIENDS WHO WAS PLAYING MARBLES RAN UP TO TELL HIM AND THE GROUP THAT HE HAD JUST OVERHEARD ONE OF THE FOXIEST GIRLS IN THE CLASS SAY THAT SHE THINKS HE IS REAL COOL. ⟨6⟩

THAT AFTERNOON DURING P.E., HE WAS ONE OF THE FIRST CHOSEN FOR KICKBALL. ⟨7⟩ AND BACK IN CLASS HIS TEACHER ASKED HIM IF HE WOULD LIKE TO BE ON THE SAFETY PATROL. ⟨8⟩

WALKING BACK TO THE BUS AFTER SCHOOL, HIS BEST FRIEND WHO WENT OFF TO PLAY TETHERBALL WITH THE NEW KID CAME UP TO HIM AND ASKED HIM TO GO CATCH LIZARDS, AND OFF THEY WENT. ⟨9⟩ ⟨10⟩

[SILHOUETTE SHOULD BE RE-ASSEMBLED.]

TITLE: THINGS THAT MAKE A FRIEND NORMS Grades 4, 5, 6

GOAL: To allow students to explore attributes which make a person desirable as a friend and compare these attributes to those that students see themselves as having in order to clarify student norms of conduct.

ABSTRACT: Students describe their best friend and worst enemy, and they examine how they think others view them by listing words that they, their best friend, and their teacher might use to describe them.

MATERIALS: "Things That Make A Friend" worksheet for each student.

PROCEDURE:

1. Have students fill out worksheets and remind them that it will remain private unless they volunteer to share it with the class.
2. Have students volunteer to share their list of descriptive words which describes why a person is their best friend. List all descriptions on the board, eliminating all which do not describe why the person is a good friend, such as pretty, tall, popular, etc.
3. To save time and blackboard space, group similar descriptive words into broad categories. For example, instead of writing "likes to play football, baseball, basketball, etc." write "likes same sports I do".
4. Ask students to share their lists of words they use to describe their worst enemy. Write separate list on the board.
5. Point out that the first list describes someone who has succeeded in becoming a friend, one who is a friend of yours, and that the second list describes one who has succeeded in becoming an enemy.

DISCUSSION:

1. What can we learn from these two lists?
2. What can you do if you want to be someone's friend?
3. Compare words in Column E with words in Column C for similarities or differences. What would it mean if you had the same words in Column E as you do in Column C?
4. Compare words in Column E with words in Column A. What words are similar?

PROJECT S.E.L.F. WORKSHEET

THINGS THAT MAKE A FRIEND

1. In Column A below, write five words that describe the type of person your BEST FRIEND is.
2. In Column B, write five words that your BEST FRIEND might use to describe the type of person YOU are.
3. In Column C, write five words that describe the type of person your WORST ENEMY is.
4. In Column D, write five words that your TEACHER might use to describe the type of person YOU are.
5. In Column E, write five words that YOU might use to describe the type of person YOU are.

A	B	C	D	E
My BEST FRIEND is my best friend because he/she is ...	My BEST FRIEND thinks I am the type of person who is ...	My WORST ENEMY is the type of person who is ...	My TEACHER thinks I am the type of person who is ...	I think I am the type of person who is ...
1.__________	1.__________	1.__________	1.__________	1.__________
2.__________	2.__________	2.__________	2.__________	2.__________
3.__________	3.__________	3.__________	3.__________	3.__________
4.__________	4.__________	4.__________	4.__________	4.__________
5.__________	5.__________	5.__________	5.__________	5.__________

TITLE: WHAT WOULD YOU DO? NORMS Grades 4, 5, 6*

GOAL: For students to become aware of what they would decide to do in certain situations and whether this agrees with what other students would do in the same situation.

ABSTRACT: Given a series of situations, students pick an alternative behavior that they would do and an alternative behavior that they feel others would do in the same situation.

MATERIALS: List of situations and alternatives.

PROCEDURE:

1. Modify worksheets to include current real classroom and recess situations.
2. Distribute worksheets listing various choice situations to students.
3. OPTIONAL: To depersonalize the lesson and promote free discussion of the situations, have students write a number between 1 and 1000 on their worksheet, instead of their name, and write the same number on a scrap of paper which is saved.
4. Students are to read each situation and the alternative actions and choose the alternative they would follow and the alternative they think the majority of the class members would follow.
5. While the students are filling out the worksheets, make an abbreviated list of the situations and alternatives on the board.
6. Collect the numbered worksheets and redistribute them to students for tabulation.
7. Tabulate the choices on the board.
8. To pass the worksheets back, simply call out the nubmers written on them and have them claimed by the owners. If duplicate numbers occur, have possible owners decide ownership.
9. To facilitate interest and discussion, role-play the various alternatives of each situation.
10. Use as an ongoing procedure for classroom problems using student-generated situations.

DISCUSSION:

1. After acting out each alternative, focus on feelings encountered by each character.

* If 6th grade students have had previous experience with this lesson, an alternative lesson is N-8.

PROJECT S.E.L.F. WORKSHEET

WHAT WOULD YOU DO?

For each situation listed below, circle the number that represents what you would do and place a star next to the number that you think most of the kids in your class would do. You may choose an alternative not listed below by writing it after the number 4.

SITUATION A: Some kids have been making fun of your last name. More and more people are doing it now and you're really getting fed up. What would you do?

1. Find out who is behind this and fight him.
2. Tell the teacher.
3. Grit your teeth and ignore it.
4.

SITUATION B: A friend of yours is always looking at your papers and getting answers from you. You really like this person but you wish he or she would do his or her own work. What would you do?

1. Be mean to this person so you are not friends anymore.
2. Let this person continue to copy, even though it bothers you.
3. Tell this person how you feel, and if that doesn't work, ask the teacher to let you sit someplace else.
4.

SITUATION C: Some kids have been teasing a certain person because he or she walks "sort of funny". You think this teasing is not right, but you're afraid to say anything because they may get mad at you. What would you do?

1. Go along with the group and tease this person, too.
2. Stay away from the kids when the teasing starts.
3. Try to find someone in the group that agrees with you so you two can try to influence the rest of the kids to lay off.
4.

SITUATION D: A bunch of your friends have talked you into fighting this kid, and, even though you are not mad at this person anymore, they are getting all set for a fight. What would you do?

1. Fight the person so your friends will not call you "chicken".
2. Don't actually fight this person but keep pretending you are mad at him and help cause him a lot of problems.
3. Tell your friends if they want to fight this person they should go ahead, you're not interested anymore.
4.

NORMS:

Supplementary Lessons

TITLE: WHAT RATTLES YOUR CAGE? NORMS Grades 4, 5, 6

GOAL: To help students discover classroom norms of conduct.

ABSTRACT: The class brainstorms a list of behaviors that "rattle their cage" (make them angry). This list is rewritten as a list of norms and students role-play violations of the norms.

MATERIALS: Paper, pencils.

PROCEDURE:

1. Explain to the students how everyone has some things that "rattle their cage", that is, certain things other people do that make them very angry.
   a. Cite some examples of things that students do that "rattle your cage". Or, cite examples of things that bother other people or teachers.
2. Divide the students into discussion groups of about five students each. Keep the groups segregated by sex.
3. Have each group generate two lists of things that all agree rattle their cage under the following headings:

   In Class At Recess

4. Give the groups a short period of time to generate a list and choose a spokesman.
5. Have each spokesman read his list and write it on the board.
6. Have each student make lists of his sex's classroom and recess norms on a sheet of paper to be kept in a folder in his desk. Have them write the lists as norms or rules, e.g., "Don't ...." "Always ...."
7. Discuss each item, making sure that one or more children role-play the activity or explain it so the whole class understands what the norm or rule is.

DISCUSSION:

1. Compare the boys' norms to the girls' norms.
   a. Note any similarities.
   b. Note any that are opposites.
2. Compare In Class norms to At Recess norms.
   a. Note any similarities.
   b. Note any differences and discuss reasons for differences.

TITLE: SAYS WHO? NORMS Grades 4, 5, 6

GOAL: For students to identify what various groups expect of them and for them to be aware of how shared expectations (norms) of various groups differ.

ABSTRACT: A list of expectations of students is made, the source of the expectation is identified, and the degree of conformity is found.

MATERIALS: Blackboard space.

PROCEDURE:

1. Brainstorm in groups of 15 "what others expect of you" and list on blackboard. If necessary use questions such as "What does your father (coach, teacher, best friend, etc.) expect of you?"
2. Students copy from the list their 10 most important "shoulds" and rank them in order of importance.
3. After each expectation, students identify where it comes from (e.g., students, friends, parents, teachers) and the degree of success in meeting each expectation (always, often, sometimes, never).
4. Shared expectations (or norms) may be listed under headings of their source, such as students, friends, parents, teachers.
5. Variation: Brainstorm shared expectations of one group (parents, peers, etc.) at a time.

DISCUSSION:

1. Which "shoulds" are most important?
2. What "shoulds" come from your friends? Are they good "shoulds"?
3. Can you think of any bad "shoulds"?
    a. Where do they come from?
4. Can you think of times when someone expects you to do something and someone else from a different group expects you not to do that same thing? When?

TITLE: FOILING FIGHTS NORMS Grades 4, 5, 6

GOAL: To help students generate a list of consensual norms of classroom and playground conduct.

ABSTRACT: Students prepare scripts for "playlets" which describe typical behaviors that cause disputes. After each "playlet" is performed, the students prepare a list of rules which, if followed, would prevent similar disputes.

MATERIALS: Paper, pencils, poster materials.

PROCEDURE:

1. Ask the students to describe a few (2 - 3) fights or arguments they have seen in other classes without naming the participants.
2. Have them break up into groups of 5 or 6.
3. Tell the groups to generate a script that describes a typical fight or argument from beginning to end.
   a. Tell them to make sure that they include a description of the things people did to start the fight or argument. Tell them to be sure to describe a realistic classroom or playground situation.
4. Have each group act out the script, or if time is short and teacher has observed a real life script, that situation may be used.
5. After each script is enacted, have the class suggest rules they would make up that would tell people what not to do if they wanted to avoid getting into that kind of fight.
6. List the rules the class agrees on after each mock fight has been enacted and discussed.
7. Use as an ongoing activity throughout the year as fights occur.

TITLE: TASTE TEST NORMS Grades 4, 5, 6

GOAL: To allow students to observe how the choices of group members influence the behavior of others.

ABSTRACT: The class is asked to taste-test Coca Cola and Pepsi Cola. Five confederates choose the wrong one and the subsequent effect upon the rest of the class is observed. The test is run without confederates to give a comparison.

MATERIALS: 1 quart of Coca Cola for each 15 people; 1 quart of Pepsi Cola for each 15 people; small paper cups, 1 per student; 2 numbered lists for Pepsi; 2 numbered lists for Coca Cola.

PROCEDURE:

1. Five students are privately instructed to indicate that the mystery drink is Coca Cola.
2. Students are presented with the task of identifying whether a mystery soft drink is either Coca Cola or Pepsi Cola.
3. On a table in front of the class, place one small paper cup of the mystery drink (Pepsi) per student and the disguised bottle marked with the letter "A". (Care should be taken that the bottle caps or shape of the bottles do not give away the identity of the soft drink.) On each side of the cups and bottles, place numbered lists which the students are to sign to indicate their choices, one with the large heading "Coke" and the other "Pepsi". The two lists are separated from one another by the cups, a large enough space so that the rest of the class can easily see which choice is made by each student.
4. The five students who have previously been told to say that the mystery drink is "Coke" are the first students to taste the drink. The rest of the class continues the taste test one at a time, signing the list of the drink they thought it was.
5. It is revealed that the drink is "Pepsi" and that the first five students were asked to select the wrong soft drink.
6. The test is repeated without the use of confederates, this time using Coke as the mystery drink in a disguised bottle marked "B".
7. The differences between the two tests are compared and the reasons why more people chose the wrong drink in the first trial are discussed.
8. With left-over drinks and extra time, a taste test may be conducted where students are to identify which soft drink is in each of two cups.
9. It is important that the lesson end on a positive note and not one where the students feel they have been tricked.

DISCUSSION:

1. Do you see any differences between the two tests? Why?
2. How do we follow the crowd in other ways? (Things from buying toothpaste to shoplifting.)
3. To facilitate discussion, do not allow identification of who chose the right or wrong product.

TITLE: SURVIVAL KIT — NORMS / Expectations — Grades 4, 5, 6

GOAL: To clarify student norms for teachers and peers, and to provide a basis for later discussions of norms and teacher expectations.

ABSTRACT: In the first months of class, students and the teacher develop "survival kits" for subject areas, classroom deportment, getting along with the students and the class in general.

MATERIALS: 3" x 5" cards; file box or envelope; poster board.

PROCEDURE:

1. Discuss what it feels like to be a new student in school, what new students have to learn to make it in the class. The teacher could recount his experiences in school and college.
2. Begin with a discussion and listing on the board of your rules and expectations for student deportment. Ask the children to suggest any that you might have forgotten. Have some of the children list these on 3" x 5" cards.
3. Have the children repeat the same process by generating a list of norms or things everyone should know and do to get along with their classmates as a group in the class and at recess. Try to get specific statements (e.g., never go through other people's desks without permission; always get in line if you join a four-square game).
4. Generate a similar list of things the students expect of teachers (and substitutes).
5. Generate a similar list that relates to subject areas--what the teacher expects, techniques for doing well, etc.
6. Establish separate kits or sections in the kit for subject areas for peer norms, teacher expectations, and for student norms for teachers.
7. Posters may be made for areas covered in lesson.
8. Place assembled kits in a prominent position for easy access to students (e.g., the kit may be placed in a manila envelope and attached to a bulletin board).

DISCUSSION:

1. Do you think these kits will help new students and substitutes?
2. Can you think of anything that is left out of any of the lists?
3. How could people use these kits to help themselves?
4. When a new student arrives, have him or her read through the kit.
5. If a student has problems with any of the above areas, have him review the kit.
6. Periodically ask the children to evaluate the kits and add to them to make them more useful.
7. Periodically have the children evaluate how well you and the children are doing in meeting these expectations.

TITLE: WHO INFLUENCES US? **NORMS** Grades 4, 5, 6
Leadership/Influence

GOAL: For students to become aware of the kinds of students who have influence in their classroom and what gives them influence.

ABSTRACT: Given a list of descriptions of various kinds of students, class discusses and decides how much influence these kinds of students would have in their classroom.

MATERIALS: List of descriptive statements.

PROCEDURE:

1. Individually, students are given a list of reasons why certain people may have influence over other people in a classroom. (See examples on following page.)

   They are to:

   a. Sort the reasons into three groups: YES if they agree with these reasons and feel these kinds of people do influence others in the classroom; NO if they disagree with these reasons; and SO SO for all the reasons in the middle.

   or

   b. Rank the reasons from #1, the thing they think is most important in having power in the classroom, to #10, the thing they think is least important.

2. Students join into groups of 10 students each (3 classroom groups) to discuss and summarize the results. This does not have to be a consensus, but a chance to organize their ideas in some kind of summary form.

3. A spokesman for each group presents the findings of his group to the rest of the class.

DISCUSSION:

1. Encourage the class to develop a list of norms or rules from the lists that will help people have more power if they follow them.

2. Encourage a critical evaluation of the reasons. Ask the children if these are good reasons for getting influence and if they promote educational goals.

PROJECT S.E.L.F.

WHO INFLUENCES US?

Do you always do what other kids ask you to do?

Do you always think about what other kids think of you?

Probably not - for ALL kids - but there are some people that are very important to you - that influence you. What are these kids like? Here is a list of reasons that other people have said are important reasons they are influenced by others.

1. This person is really smart and gets good grades.
2. This person is a good fighter.
3. This person is very friendly.
4. This person has a lot of good ideas and knows how to express them.
5. This person is one of your best friends and plays with you a lot.
6. This person gets along with the teacher really well.
7. This person doesn't start fights.
8. This person is really popular with the other kids.
9. This person is really "good looking."
10. This person does you a lot of favors and even gives you things.
11. This person is big and strong.
12. This person can do a lot of things really well.
13. This person is good at sports.
14. This person never chops or cuts anyone down.
15. This person has a lot of things and a lot of money.
16. This person gets into a lot of trouble but is a funny person.
17. This person will get a lot of kids after you if you don't do it (whatever they tell you to do).
18. This person isn't afraid to do things differently from the way others have done them.
19. This person doesn't tease or bother other people.

TITLE: TEACHER'S PET NORMS Grades 4, 5, 6

GOAL: To help the teacher avoid violating the student norm that there should be no teacher's pet in the class.

ABSTRACT: Students are randomly selected to be "teacher's pet" for a school day.

MATERIALS: Class list.

PROCEDURE:

1. Cut up the class list so that one name appears on each piece of paper.
2. Place in a box and have a student draw a name.
3. The name drawn is written on the board under the heading "Teacher's Pet".
4. The student designated as "teacher's pet" is given all of the interesting classroom jobs for that day. These jobs may include running errands for the teacher, running the projector, taking roll, etc.
5. The following morning the "teacher's pet" draws the new "teacher's pet" from the box. When a student has been "teacher's pet" for a day, his name is removed from the box so that he cannot be "teacher's pet" until everyone else in the class has had a chance.

EXPECTATIONS:

Teacher Guide

215

INDIVIDUAL EXPECTATIONS

By Edward F. Vacha

The following discussion provides only a very brief summary discussion of some aspects of classroom expectations which are directly related to our instructional program. For a more comprehensive discussion of this important aspect of classroom group processes, see Schmuck and Schmuck, Group Processes in the Classroom (1975:37-63).

Every member of a classroom--both the teacher and students--have expectations for other class members. Schmuck and Schmuck have defined expectations as "working predictions that are used in relating with others in the classroom", (1975:42). Human social relations would be impossible if we did not develop such working predictions about others. If we were unable to predict the action of others, social relations would be chaotic and confusing, because we would have no way of adjusting to the actions of others in advance. Without expectations, we would live in a highly unpredictable and threatening world because, each time we interacted with others, we would be unable to predict how others would be likely to evaluate our actions and what their probable reactions to our behavior would be. In such a world we would also be unable to plan our own actions and pursue long-range goals because long-range planning is possible only if we have some idea of how others are likely to behave in various situations.

Similarly, without expectations, we would not be able to cooperate with others. In cooperative enterprises each individual only does part of the task at hand. The product or achievement of a cooperative group is usually the result of a division of labor in which each individual completes one part of the group's task or activity. Such cooperative activities involving a division of labor rest on a web of individual expectations. Each participant assumes the others will do their task in a certain way at a certain time and adjusts his own behavior accordingly. The contributions of individual members of the group will dovetail with those of others only if each member has correctly predicted the actions of the others in advance and adjusted his own actions accordingly.

A simple example of a cooperative enterprise involving a division of labor which rests on a web of expectations is making an "out" in baseball. The fielder who catches the ball throws it to one of the bases with the expectation that another player will catch the ball and tag the runner. He predicts that another player will "cover the base" and arrive in time to catch the ball even though the other player may not have reached the base at the time he begins his throw. The other player, on the other hand, will move to the base to catch the throw only if he predicts that the fielder will throw the ball to the base. Finally, neither player would even begin his part of the play unless he predicted what the other would do. If the players did not act on their expectations in advance, they would each be forced to wait until the other made a move and then adjust to that player's actions. Of course, if they did so, the base runner would be long gone by the time they finally began their play, assuming of course that the base runner also met the expectations of the fielders.

In short, every time individuals interact or work together they must each develop expectations for every other member if they are to accomplish their own personal goals and/or cooperate to achieve a goal shared by the group, because the achievement of such goals rests on each member being able to predict and adjust to the actions of every other member. The web of expectations that develops in a classroom of thirty students and a teacher is far more complex than that underlying the simple three-person transaction in the baseball play described above. The teacher has expectations for each class member, and each student has his own expectations for the teacher and for every other student in the class.

Furthermore, successful interaction in groups requires more than each member developing accurate expectations for other members. When we interact with others, we must also learn what their expectations are for us. We base our predictions of the probable actions of others partly on our own expectations and partly upon what we think others expect of us. For example, if a student believes the teacher expects him to excel in math, he will probably try to do well on his math assignments because he believes the teacher expects him to do so. Similarly, a student who believes he is not good at math may not try to meet his full potential because he expects the teacher to be satisfied with relatively low levels of performance on math assignments.

Because successful interaction hinges on both the development of accurate expectations for others *and* the development of accurate perceptions of others' expectations of us, the possibility of problems or breakdowns in group relations is very high unless the group works to clarify individual expectations as much as possible.

To further complicate the situation, expectations influence our perception of others. We tend to perceive those behaviors of others which confirm our expectations, and we tend not to perceive behaviors which do not conform to our expectations. Such selective perception of the behavior of others which confirms our expectations for them is common in the classroom. For example, if we expect a student to be aggressive or disruptive, we are apt to perceive and remember most of his disruptive behavior and punish him for most such occurrences. On the other hand, if we expect a student to be cooperative and to avoid aggressive behavior, we are likely to ignore or misperceive his disruptive or aggressive behavior. Such selective perception can cause students to view us as unfair. This selective perception to conform with our expectations also underlies the phenomenon of the "self-fulfilling prophesy". When we perceive others' actions in accordance with our expectations, our perceptions lead to adjustments in our behavior designed to deal with what we expect the other to do, rather than to adjustments to the other's actual behavior. For example, when we expect a student to be disruptive or aggressive, we are more likely to notice any signs which could be interpreted as indicating that the student is acting or is about to act in a disruptive or aggressive manner. Based on our perceptions, we adjust our behavior to the predicted actions of the child and thereby communicate to him that we expect him to be disruptive or aggressive. The child is then likely to behave in a manner which conforms to our original expectation. The selective perception of behavior to confirm expectations and the resultant "self-fulfilling prophesy" has been well documented in the classroom. For a more detailed discussion of these phenomena, see Schmuck and Schmuck, *Group Processes in the Classroom* (1975:51-59).

Accordingly, the Project S.E.L.F. lessons are primarily designed to clarify expectations, especially the teacher's expectations for students.

CLARIFYING INDIVIDUAL EXPECTATIONS

The Project S.E.L.F. program for clarifying classroom expectations consists of only four core lessons. There are not supplementary lessons in this area because one of the lessons, "Survival Kit" (E-4), is designed to be introduced in the early months of the school year and then revised at periodic intervals. If a classroom has particularly severe problems in the area of individual expectations, these problems can be dealt with by scheduling frequent revisions of the survival kit. The resultant class discussions conducted each time the "survival kit" is revised should help clarify individual expectations, especially the teacher's expectations for the students.

Sequencing and Scheduling the Expectations Lessons

The first three Expectations lessons and the filmstrip "Individual Expectations" should be conducted in a three-week period as is suggested in the schedule of lessons at the front of this handbook. These lessons, "I Think.... My Teacher Thinks...." (E-1), "I Am...? 'Cause They Think I Am?" (E-2), and "Predicting" (E-3), introduce the students to the concept of individual expectations, and the worksheets from these lessons may be used to diagnose the clarity of students' and the teacher's expectations. Therefore, these lessons should be administered early in the year to provide the teacher with diagnostic data to use to determine whether or not the class has problems in the area of individual expectations. The following section describes the way these lessons may be used to diagnose individual expectations.

The next Expectations lesson, "Survival Kit" (E-4) should be introduced within two weeks following the first block of Expectations lessons. This lesson may be repeated several times throughout the year if the class has problems in the area of individual expectations.

218

EXPECTATIONS:

Diagnostic Survey

DIAGNOSING PROBLEMS STEMMING FROM INDIVIDUAL EXPECTATIONS

The three Expectations lessons, "I Think.... My Teacher Thinks....", "I Am? 'Cause They Think I Am?", and "Predicting", may be used to determine whether or not the students' expectations for one another or the teacher's expectations need clarifying.

The worksheet used for "I Think.... My Teacher Thinks...." and "I Am? 'Cause They Think I Am?" provides a numerical score which measures whether or not the students believe the teacher's expectations for them are accurate. A large difference between the student's score on Column A and his score on Column B of the worksheet indicates that the student believes the teacher has an inaccurate view of him. If your class has many students whose scores on Column A and Column B are quite different, you may wish to devote class time to clarifying your expectations for each student. You may also wish to repeat the lesson "Survival Kit" several times throughout the year, since this lesson includes a discussion and listing of the teacher's expectations for the class as a whole.

The student worksheets for "Predicting" provide a numerical score which measures the extent to which students are able to predict the responses of other students in the class. A high score in Column D of the "Predicting" worksheet indicates that the student was unable to predict the responses of another student in the class. If your class has many students whose score in Column D of the "Predicting" worksheet is high, you may wish to devote class time for the students to discuss and explore their expectations for each other and to try to clarify their expectations so they can be modified.

EXPECTATIONS:

CORE LESSONS

TITLE: "I THINK.... MY TEACHER THINKS...." EXPECTATIONS Grades 4, 5, 6

GOAL: To help students discover whether or not they think their teacher's expectations and perceptions of them are accurate.

ABSTRACT: Students answer a questionnaire about how they see themselves and how they think their teacher sees them.

MATERIALS: Worksheet for each student.

PROCEDURE:

1. Add any additional sentence completions to the worksheet which are appropriate for the class.
2. Distribute worksheets to students and have them fold their papers lengthwise, exposing only Column A, "My teacher thinks...."
3. Instruct the students to circle the number of the word which best completes each sentence and write that number in the blank space provided.
4. When students have finished Column A, have them complete Column B, "I think...." and write the number of the most correct answer in the space provided, keeping the paper folded and exposing only Column B.
5. Have students find the numerical difference between the number written in the "My teacher thinks..." column and the "I think..." column for each pair of sentences. The difference is written in the blank space in the center of the page between the pair of sentences.
6. Students are to sum the differences found between sentence pairs and write the total in the space provided at the bottom of the worksheet.
7. As an indication of how positively or negatively students view themselves and how they think the teacher views them, have them total both Column A and Column B and write the sums under each column in the space provided.

DISCUSSION:

1. Why might there be differences between what was written in the sentence pairs?
2. How can we eliminate these differences?
3. How do you see yourself differently than you think the teacher does?
4. Do you think you could be wrong in how you think the teacher sees you? Do you think others are wrong in how they think the teacher sees them?
5. How can you let the teacher know what you are really like?

NOTE: Be sure to collect the students' completed worksheets and save them, so they can be returned to the students when the next Expectations Lesson (E-2) "I Am...? 'Cause They Think I Am?" is conducted.

Name____________________

PROJECT S.E.L.F. WORKSHEET

"I THINK... MY TEACHER THINKS..."

A	Difference	B
My teacher thinks I am a ________ speller. 1. good 2. fair 3. average 4. poor	______	I think I am a ________ speller. 1. good 2. fair 3. average 4. poor
My teacher thinks I ________ talk out of turn in class. 1. never 2. rarely 3. sometimes 4. always	______	I think I _______ talk out of turn in class. 1. never 2. rarely 3. sometimes 4. always
My teachers thinks I _______ do my work on time. 1. always 2. sometimes 3. seldom 4. never	______	I think I ___________ do work on time. 1. always 2. sometimes 3. seldom 4. never
My teacher thinks I ________ to read. 1. love 1. like 3. don't like 4. hate	______	I think I ____________ to read. 1. love 2. like 3. don't like 4. hate
My teacher thinks I have __________ friends. 1. tons of 2. lots of 3. few 4. no	______	I think I have _________ friends. 1. tons of 2. lots of 3. few 4. no
My teacher thinks I _________ school. 1. love 2. like 3. don't like 4. hate	______	I think I ____________ school. 1. love 2. like 3. don't like 4. hate

Project S.E.L.F. Worksheet (continued)
"I Think... My Teacher Thinks..."

Name ____________________

My teacher thinks I _______ to get up in front of class.

1. love
2. like
3. don't like
4. hate

_____

I think I _______ to get up in front of class.

1. love
2. like
3. don't like
4. hate

My teacher thinks I am _______ at math.

1. great
2. good
3. poor
4. awful

_____

I think I am _______ at math.

1. great
2. good
3. poor
4. awful

My teacher thinks I am _______ dependable.

1. very
2. sort of
3. not very
4. never

_____

I think I am ______ dependable.

1. very
2. sort of
3. not very
4. never

My teacher thinks I am _______ at sports.

1. excellent
2. good
3. poor
4. awful

_____

I think I am _______ at sports.

1. excellent
2. good
3. poor
4. awful

My teacher thinks I _______ get in trouble.

1. never
2. seldom
3. sometimes
4. always

_____

I think I _________ get in trouble.

1. never
2. seldom
3. sometimes
4. always

My teacher thinks my clothes are _________.

1. very neat
2. all right
3. messy
4. very sloppy

_____

I think my clothes are ________.

1. very neat
2. all right
3. messy
4. very sloppy

Project S.E.L.F. Worksheet (continued)
"I Think... My Teacher Thinks..."

Name ______________________

My teacher thinks I _______ her/him.	_____	I think I _______ the teacher.
1. like		1. like
2. sort of like		2. sort of like
3. don't like		3. don't like
4. hate		4. hate
My teacher thinks I _______ get along with people.	_____	I think I _______ get along with people.
1. always		1. always
2. sometimes		2. sometimes
3. seldom		3. seldom
4. never		4. never
My teacher thinks I am _________ a wise guy.	_____	I think I am _______ a wise guy.
1. never		1. never
2. seldom		2. seldom
3. sometimes		3. sometimes
4. always		4. always
My teacher thinks I _______ this class.	_____	I think I _______ this class.
1. love		1. love
2. like		2. like
3. don't like		3. don't like
4. hate		4. hate

____
TOTAL SCORE
OF COLUMN A

____
TOTAL SCORE
OF COLUMN B

____
TOTAL DIFFERENCES
BETWEEN SENTENCE
PAIRS

TITLE: "I AM ...? 'CAUSE THEY THINK I AM?" EXPECTATIONS Grades 4, 5, 6

GOAL: To show that people who are expected to behave in a certain manner will probably act that way or at least be viewed as if they act as expected.

ABSTRACT: This lesson must follow Lesson E-2 ("I Think... My Teacher Thinks..."). Using the completed worksheet from Lesson E-2, students discuss the teacher's expectations for them. They also discuss how others' expectations can influence their behavior.

MATERIALS: Completed "I Think... My Teacher Thinks..." worksheet for each student.

PROCEDURE:

1. Return the completed worksheets to the students.
2. Have students indicate their total scores for "I Think... My Teacher Thinks..." sentence pair differences by raising their hands if they have a score above a certain number. Choose a number low enough so the vast majority of students raise their hands. With hands raised, increase the number gradually until only 25 per cent of the total class continues to have hands raised. Tell the students that the higher the score, the less students think the teacher understands them.
3. Option A: Meet with the students having scores in the highest one quarter range and use the following discussion questions.

   Option B: Meet with the whole class at once and use the following discussion questions.

DISCUSSION:

1. Using the "mouth" (COMM-1) as a communication aid, form a circle and discuss the following: (To promote student participation, do not use specific examples or individuals' names at first. A further rule of not allowing use of third person usage but stressing of the usage of "I" and "you" may be imposed.)
   a. Why might there be differences between how a student thinks the teacher may view a student and how the student may view himself?
   b. Whose view is more accurate--the teacher's or the student's? Why?
   c. Where do we get our opinions of ourselves? From those around us? Who?
   d. What would happen if someone was wrong and treated a nice person like a troublemaker? Would that person still act like a nice person?
   e. What would happen if everyone treated you like you were no good? Would you feel that you were a good person? How might you act?
   f. If a person thinks of himself as not being able to do math, how likely is it that he will learn?
   g. If someone thinks a boy is bad, will they see and remember mostly bad things about him even if he acts like everyone else? Why?
   h. Imagine two students at the same grade level learning fractions; both are equally smart but one is told that he is a "dummy" and is not expected to be able to do math. Which one will learn fractions first? Why?

NOTE: Collect the students' worksheets again, and save them for diagnosing student expectations (see diagnostic subsection).

TITLE: PREDICTING * **EXPECTATIONS** Grades 4, 5, 6
Attraction

GOAL: To allow students to test what they think they know about each other and to encourage students to learn more about their classmates.

ABSTRACT: Students predict their partners' answers to a questionnaire and observe how accurate they are.

MATERIALS: Questionnaire and pencil for each student.

PROCEDURE:

1. Pass out a copy of the predicting questionnaire to each student and have each student answer the questions by recording his responses in Column A. Mention that the answers will be shared with the class.
2. Briefly explain the lesson to the class mentioning that one of the purposes is to have the opportunity to know one another better.
3. Pair students who rarely talk to each other and have them nonverbally predict their partner's answers to the questions, marking their predictions in Column B.
4. When all have finished their predictions, each pair gets together to exchange answers, and each student records his partner's actual answer to the question in Column C.
5. Each student writes the difference between the predicted answer and the actual response of his partner in Column D.
6. In Column E, the student computes how his actual answers differed from his partner's by finding the difference between Columns A and C.
7. Students are asked to circle a score of two or higher in Column D and to place a star next to any question which had a score of 0 or 1 in Column E. Have each student add up the total of Columns D and E.
8. OPTIONAL: The teacher may add up each difference between actual and predicted score and divide by the number of students to find the average difference for each question. Or more simply, each student may total his difference figures and divide by the number of questions to arrive at an average prediction accuracy score which can be easily averaged by the teacher on the board to get a class score.
9. A second similar questionnaire may be given at a later date and the scores compared.

DISCUSSION:

1. Why do you think you were asked to put a star next to any zeroes or ones in Column E? (Answer: It indicates you are like your partner.)
2. Why do you think you were asked to circle numbers in Column D of 2 or higher? (Answer: It indicates you didn't know how your partner would answer that question.)
3. What does the lower total mean in Column D? (Answer: The lower the score, the more you know your partner.)
4. What does the lower total mean in Column E? (Answer: It indicates how much you are like your partner.)

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* Adapted from an activity which appeared in the 1976 Annual Handbook for Group Facilitators, J. William Pfeiffer and John E. Jones, Editors, La Jolla University Associates Publishers, Inc. 1976.

PROJECT S.E.L.F. WORKSHEET

PREDICTING

You are to mark how much you agree or disagree with each statement, using the numbers from ~~the~~ following table:

1	2	3	4
Totally Agree	Mostly Agree	Mostly Disagree	Totally Disagree

Privately answer the questions and write the numbers in Column A. When you have recorded your answers and the class has been broken into pairs, nonverbally predict what your partner has answered in Column B.

	A Your answer	B Guess of partner's ans.	C Partner's actual answer	D Difference between B and C	E Difference between A and C
1. Kids should work for their allowance.					
2. I like to tease others.					
3. I am easily embarrassed.					
4. I like the way I am.					
5. I'd rather go to the park than to a movie.					
6. I like to be the center of attraction.					
7. Boys and girls should be separated in class.					
8. I hold my anger inside.					
9. Children should be seen and not heard.					
10. I know what I want to do when I'm older.					
11. I think about the future a lot.					
12. I'd do things differently if I could do the last year over.					
13. I'd rather mow the lawn than dust the house.					
14. I tell people how I feel.					
15.					
16.					
TOTALS					

How well I know my partner → D

How much I am like my partner → E

TITLE: SURVIVAL KIT

EXPECTATIONS
Norms

Grades 4, 5, 6

GOAL: To clarify student norms for teachers and peers, clarify teacher expectations for subject areas and for classroom deportment. Provide a basis for later discussions of norms and teacher expectations.

ABSTRACT: In the first months of class, students and the teacher develop "survival kits" for subject areas, classroom deportment, getting along with the students and the class in general.

MATERIALS: 3 x 5 cards. File box or envelope, poster board.

PROCEDURE:

1. Discuss what it feels like to be a new kid in school, what new kids have to learn to make it in the class. The teacher could recount his experiences in school and college.
2. Begin with a discussion and listing on the board of your rules and expectations for student deportment. Ask the children to suggest any that you might have forgotten. Have some of the children list these on 3 x 5 cards.
3. Have the children repeat the same process by generating a list of norms or things everyone should know and do to get along with their classmates as a group in the class and at recess. Try to get specific statements (e.g., never go through other people's desks without permission; always get in line if you join a four-square game).
4. Generate a similar list of things the students expect of teachers (and substitutes).
5. Generate a similar list that relates to subject areas - what the teacher expects, techniques for doing well, etc.
6. Establish separate kits or sections in the kit for subject areas, for peer norms, teacher expectations, and for student norms for teachers.
7. Posters may be made for areas covered in lesson.
8. Place assembled kits in a prominent position for easy access to students (e.g., the kit may be placed in a manila envelope and attached to a bulletin board.

DISCUSSION:

1. Do you think these kits will help new students and substitutes?
2. Can you think of anything that is left out of any of the lists?
3. How could people use these kits to help themselves?
4. When a new student arrives, have him or her read through the kit.
5. If a student has problems with any of the above areas, have him review the kit.
6. Periodically ask the children to evaluate the kits and add to them to make them more useful.
7. Periodically have the children evaluate how well you and the children are doing in meeting these expectations.

COHESION:

Teacher Guide

CLASSROOM COHESION

By Edward F. Vacha

The following discussion merely touches on those aspects of classroom cohesion which are directly related to Project S.E.L.F. Student cohesion is the product of the other five group processes areas already discussed. These five aspects of classroom social climate combine to determine the level of classroom cohesion. For an excellent and more comprehensive discussion of this important and complex phenomenon, see Schmuck and Schmuck, Group Processes in the Classroom. Group cohesion refers to the sum of group members' feelings about their group as a whole. Schmuck (1966) has shown that classroom cohesion is related to the attraction structure of the classroom and involves not only individual friendships but also the attractiveness of the whole group for individual students. In cohesive classrooms, students value their classmates, are involved with and care about one another, try to help one another, and are proud of their membership in the group. Student cohesiveness can either support or undermine educational goals depending on the impact of other group processes in the classroom. For example, if students share counter-educational norms that limit student participation or undermine academic achievement, their cohesiveness can work against the academic goals of the schools by making those norms extremely difficult to change. On the other hand, if a classroom group develops norms that support academic achievement, high cohesiveness can enhance education by providing a strong "we feeling" which promotes conformity to student norms.

Students are attracted to classrooms for many reasons. Each student has his own unique interests and needs, and it is the satisfaction of these diverse needs and interests that determines whether individual students will value their classroom group. Some students will value the group because they like their classmates and because their friendships with students satisfy their need to be attractive to others. Other students will be attracted to the classroom primarily because it satisfies their needs for successful achievement of academic goals, and some will be attracted to the class because it satisfies a need to contribute to the achievement of shared goals through the exercise of influence and power. Still others will be attracted to the class because it gives them a sense of identity or a feeling of belonging. In short, a cohesive classroom is one in which a wide variety of individual interests and needs can be satisfied. Based on our experience with classrooms in the fourth, fifth, and sixth grades, such a diversity of needs can be met only in a classroom in which the other five dimensions of classroom social climate--attraction, leadership, communication, norms, and expectations--converge to maintain a social climate that supports individual diversity and provides social support and encouragement of participation by each member. In this sense, the entire Project S.E.L.F. program promotes classroom cohesion, and the cohesion lessons merely reinforce student learning and experiences from the lessons dealing with the other five group processes areas.

Typical Threats to Classroom Cohesion

In our experience with over forty classrooms in grades four, five, and six, we have repeatedly encountered three patterns of classroom social relations that undermine group cohesion. The following discussion briefly describes these three patterns and provides some general classroom management techniques for ameliorating them. All of the Project S.E.L.F. lessons in each group processes area and the cohesion lessons, in particular, help reduce or eliminate these problems, but the classroom management techniques suggested for each problem situation should also be instituted to enhance the effectiveness of the formal Project S.E.L.F. lessons.

Divisive Competition Among Individual Students

Some classrooms are so divided by extreme competition among students that they are not groups at all. Rather, they are merely collections of individuals, each of whom competes against every other member for the attention, praise, and approval of the teacher. As a result, most interaction in the classroom is essentially dyadic. Each student performs for the teacher, and individual students ignore other students or they may undermine the performance of other students through the use of sarcastic remarks and negative comments. Even when the students engage in cooperative activities, such as team sports, their behavior is essentially directed toward the teacher. Rather than work together to help their team or group, these students engage in much "grandstanding" or "showing off" for the benefit of the teacher.

In these classrooms, student performance is often seriously undermined by individual competition. Students do not help one another, and the resultant alienation of students from each other can reduce their self-esteem and confidence to the point that most are not working to their full potential.

While the Project S.E.L.F. lessons in the other group processes areas can reduce student competition, even greater gains can be made if the students are encouraged to work and play together as a group. The cohesion lessons will give them needed experiences in achieving group goals through concerted effort, but these should be supplemented by group projects conducted at other times during the school day. Student competition can also be reduced by making sure that each student is graded and praised for improving his own past performance, rather than for doing better work than the other students. In particular, grading techniques which involve assigning grades on the basis of class standings should be avoided. Students should receive rewards when they exceed their past performance rather than when they "beat" the competition.

The Development of a Student "In-Group"

Some classrooms consist of a single highly cohesive "in group" which is comprised of the majority of the class while a minority of students are excluded or ignored. The very high cohesiveness of the "in group" can be an obstacle to encouraging inclusion of those who are not in the "in group". Those in the "in group" may be extremely loyal to their group, and they may value their membership in the group so highly that they will avoid interaction with students who are identified as "outsiders" for fear of becoming an "outsider" themselves.

As in the previous case, group projects in which every class member contributes to a single goal or outcome should help "outsiders" gain recognition and become part of the group. Also, the sociometric grouping techniques discussed in the Attraction section should help blur the line between "insiders" and "outsiders". The teacher should also be careful to avoid reinforcing this distinction by letting students form their own groups for projects, games, and Project S.E.L.F. activities. If the students are allowed to form their own groups, they will probably perpetuate the distinction between the "in group" and the "out group" by joining groups composed only of "in group" members and excluding "outsiders". One of the best ways to avoid perpetuating this distinction is to assign class members to groups by lot whenever possible as is described in the Attraction section. The more students interact with each other across the "in group"-"out group" barrier, the more blurred the distinction between the two groups will become, and such interaction should promote friendships among "in group" and "out group" members.

Social Cleavages in the Classroom

One of the most common threats to classroom cohesiveness is the existence of two or more groups which are mutually exclusive. The most common kind of social cleavage in fourth, fifth, and sixth grade classes is that between girls and boys. In such classrooms, boys and girls avoid contact and they ridicule any class members of their own sex who befriend students of the opposite sex. Other common cleavages are those among students who are athletically inclined and those who are not, among students who like school and value academic achievement and those who do not, and among members of different racial and ethnic groups. Deep cleavages among groups of class members can be highly disruptive if the groups compete for the teacher's attention or approval, or if they lead to disputes among students who belong to different subgroups or cliques.

The goal of the teacher should not be merely to "destroy" or disrupt such groups. Rather, the teacher should attempt to encourage friendships among members of different groups or cliques. Breaking these groups up too abruptly may be very threatening to the students because it may undermine their sense of security in the classroom, and it may engender considerable opposition to the teacher. The gradual creation of friendships across social cleavages will blur the distinctions among the groups and help create friendship bonds to tie the groups together.

In addition to the cohesion lessons, the attraction lessons and the classroom management techniques, such as sociometric grouping and random assignment of small groups for short-term activities (such as Project S.E.L.F. lessons) described in detail in the Attraction section, should help build friendship bonds among groups.

THE COHESION LESSONS

As is the case with the other five group processes lessons, the cohesion lessons are divided into "core" and supplementary lessons. The core lessons are designed for use in "typical" classrooms whose students have never before been exposed to the Project S.E.L.F. program. The supplementary lessons may be used in addition to the core lessons if the diagnostic testing indicates that the class has particularly severe cohesion problems. They may also be used to replace the core lessons if the students in the class have been in the Project S.E.L.F. program during the previous year.

As previously discussed, all of the Project S.E.L.F. lessons in each area tend to enhance classroom cohesion because they provide skills and learning in the various areas that will promote a positive classroom social climate, and because most of them give students opportunities to work together to solve common problems through concerted action. In fact, our testing has indicated that classrooms which improve in the other five group processes areas will increase in cohesiveness even if cohesion lessons are not conducted. For this reason, the cohesion lessons are rather limited in number, and they serve primarily to allow students to apply what they have learned from lessons in the other five group processes areas while solving a problem or achieving some goal as a group.

Scheduling the Cohesion Lessons

The cohesion lessons should be introduced last, after the class has been exposed to lessons in the other five group processes areas since they serve primarily to give students a chance to practice skills they have learned from the other lessons.

COHESION:

DIAGNOSTIC SURVEY

MEASURING CLASSROOM COHESION

Classroom cohesion can be measured by calculating a "coefficient of cohesion" (developed by J. H. Criswell, 1946: 7-13) from the sociometric data used to measure classroom friendships. This coefficient is essentially a ratio of the number of mutual positive choices (e.g., Bill chooses John and John chooses Bill) to the total number of positive choices made by the students on a sociometric survey. However, the coefficient of cohesion will be high if there are several subgroups or cliques in the class whose members make many mutual choices within their own subgroup or clique. Accordingly, the measurement of classroom cohesion should be done in two steps. The first step should involve the administration of the survey "The Classroom Group". This survey is based on a one developed by Richard Schmuck (1968), and is designed to determine whether or not the students perceive any classroom cleavages, cliques, or subgroups. If this survey and the teacher's observations of the students indicate that the class is not divided into several mutually exclusive groups, then the coefficient of cohesion may be used to measure the cohesiveness of the class group.

THE COHESION SURVEY: "THE CLASSROOM GROUP"

This survey asks the students to choose from one of four diagrams representing their classroom group. On the attached sample survey, Diagram Number 1 represents a class which is divided into two mutually exclusive groups. Diagram Number 2 represents a class that has no social cleavages, and Diagram Number 3 represents a class divided into three groups. Diagram Number 4 represents a group that has a single large "in group" and a few outsiders. Diagram Number 5 is left blank so that the students may draw their own representation of the class if no one of the others describes it accurately.

This survey should be administered after two months of school to give the classroom social relations time to stabilize. Simply use the attached sample survey as a model for duplicating, and read the instructions to the class. The students should be instructed to work privately and to leave their names off the survey. To score the survey, simply count the number of surveys which indicate the existence of a social cleavage or an "in group" (Diagrams Numbers 1, 3, and 4). If the majority of surveys indicate the existence of social cleavages or an "in group", the supplementary cohesion lessons should be conducted in addition to the core lessons.

If most of the students do not perceive the existence of social cleavages, the coefficient of cohesion may be calculated to provide a numerical measure of the classroom's cohesion. Of course, cleavages may still exist but they will probably be rather weak groupings of the students on the basis of mutual interest, rather than mutually exclusive groups, if the students are not aware of them. Such nonexclusive and weak groupings will occur in almost all groups as members discover others who share their interests, but these groupings should not have much impact on the cohesiveness of the whole group. Even the members of highly cohesive groups with a strong "we feeling" will prefer some members to others for sharing various activities.

Observation Guide

The playground activities of students can provide considerable information concerning classroom cohesion because children are free to associate with students of their own choosing. If cohesion is low, many students will prefer to associate with students from other classes. If cleavages exist, they will be manifested in the grouping of students on the playground. The following questions can be used to guide observations with the goal of estimating changes or fluctuations in classroom cohesion:

A. Do classmates play together? Is membership in the class a guarantee that most students will be allowed to join their classmates in recess games and play activities?

B. Are there one or more groups of children who play exclusively with each other? If so, is this the product of some common interest not shared by the rest of the class, or is it due to a desire on the part of the group members to avoid contact with their classmates?

C. Do boys ever play with girls? Do good students ever play with mediocre or poor students? Do members of different racial groups ever play together? If the answer to these questions is negative, the class may have some serious cleavages that could lead to disruptions and disputes.

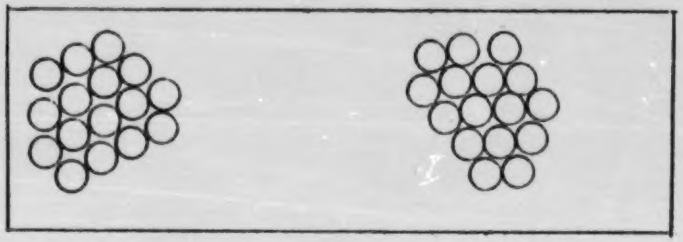
D. If a student in the class is unjustly accused of some infraction by an outsider or bullied by another student, will his classmates defend and support him? If not, the students may not have much loyalty to their classmates.

THE CLASSROOM GROUP

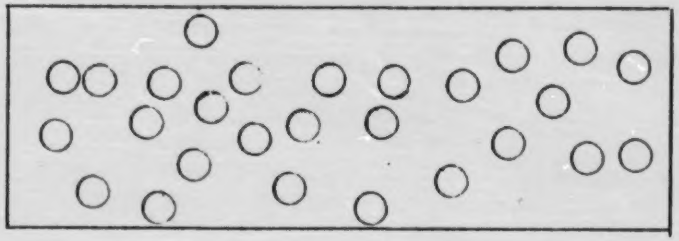
If your were to think about this class as a group, which one of these drawings would most nearly resemble your class? Pretend that each circle stands for a person in this class. Circles that are close together stand for people who are friends.

Check the drawing that most resembles your class.

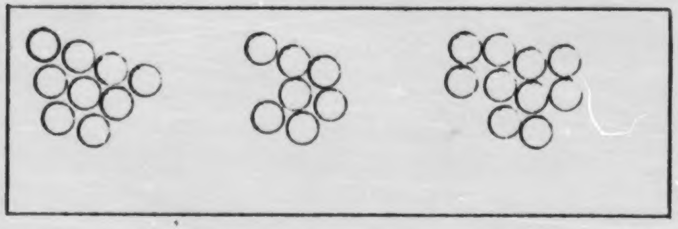
1. ____



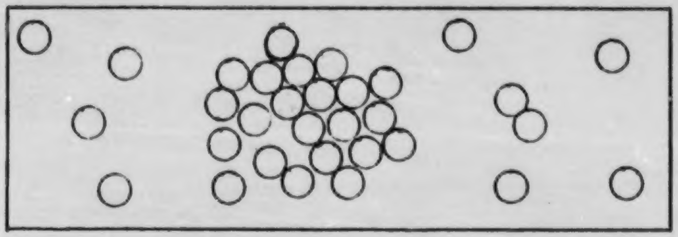
2. ____



3. ____



4. ____



Other - please draw

5. ____

Calculating the Coefficient of Cohesion

If the survey "The Classroom Group" does not indicate any evidence of social cleavages which may threaten classroom cohesion, the coefficient of cohesion should be calculated to determine whether or not there are strong mutual ties among members. The existence of mutual ties among members is a good indicator of classroom cohesion, because it is often such mutual friendship ties which combine to unite the members into a single group.

The coefficient of cohesion can be calculated directly from the sociometric data used to diagnose the classroom attraction structure. All of the data necessary are contained in the matrix used to record the data from the "bubble art" survey. To calculate the coefficient of cohesion, simply count the number of mutual positive choices made by all of the students, the total number of positive choices made by the students, and the number of students who completed the survey. The coefficient of cohesion can then be calculated using these totals according to the following formula:

$$C = \frac{Mq}{Up}$$

Where:

C = the coefficient of cohesion.

M = the total number of mutual positive choices made by the students.

U = the number of unreciprocated positive choices (the total number of positive choices minus the number of mutual choices (M).

$p = \frac{d}{N - 1}$ where d is the number of positive choices allowed (in this case, three) and N is the number of students completing the survey. Thus for a class of thirty completing a three-choice sociometric survey, such as our sample survey,

$$p = \frac{3}{30 - 1} \quad \text{or} \quad \frac{3}{29}$$

$q = 1 - p$

There is no objective criterion that can be used to determine whether or not a given coefficient of cohesion indicates the existence of a problem requiing supplementary lessons. However, our own experiences in administering the survey with nineteen classes of fourth, fifth and sixth grades may provide a convenient rule of thumb. The coefficient of cohesion of the nineteen classes ranged from a high of 15.58 to a low of 3.83. The median coefficient of cohesion was 6.12 and the mean was 7.1. Based on our experiences with nineteen classes, you may wish to consider conducting the supplementary lessons if your class has a coefficient of cohesion below six or seven.

COHESION:

CORE LESSONS

TITLE: DON'T LET TIME PASS YOU BY **COHESION** Grades 4, 5, 6

GOAL: To allow students to disclose their experiences to the class.

ABSTRACT: Students tell others about themselves by writing experiences they wish to share on a classroom Time Line. Students in the class find out important happenings in everyone's life.

MATERIALS: Construction paper, a calendar, or blank primary sentence strips.

PROCEDURE:

1. The Time Line may cover a one-week period, two-week period, one-month period, the summer, etc.
2. Present the Time Line and discuss the uses of a Time Line.
3. Begin the Time Line exercise with a short report of an important happening written by the teacher that can be added to the Time Line.

   Example:

Mr./Mrs. (teacher) birthday.	Jim got his first 100% on a spelling test.	Jenny hit a home run at P.E.	John blew a math test. Alice's birthday.
October 1	October 2	October 3	October 4

4. Encourage students to add "personal happenings" to the Time Line.
5. At the end of the Time-Line period, discuss the entries and the students' feelings about their entries.
6. Repeat activity using a new Time-Line period.
7. Save all Time Lines for a scrapbook of the year's happenings. Review the items again at the end of the year, perhaps at the last party, etc.
8. VARIATION: Have a theme for each Time Line. For example, weird things that happened, firsts, our good times, etc.

DISCUSSION:

1. Before the activity: How is a Time Line usually used? Why is it important or interesting to use Time Lines? What kinds of items should be left off our classroom Time Lines?
2. After the activity: What interesting things happened to people this month? What items were a surprise to you? Which items were sad? Which items were funny? What did you learn about someone in this classroom? Has this activity been rewarding to the class?

COH-2

TITLE: BRAINSTORMING COHESION Grades 4, 5, 6

GOAL: To increase classroom cohesion by encouraging students to give ideas in solving problems as a group in a situation where all group members' ideas and participation are accepted and encouraged.

ABSTRACT: Given a topic, students are asked to give ideas as fast as they can in a limited period of time.

MATERIALS: Clock.

PROCEDURE:

1. Define brainstorming and present the rules of brainstorming to the class in the following manner:

   "Brainstorming helps a group to think of a lot of ideas. A topic is presented and everyone in the group tries to give as many ideas as he can in a limited period of time. Brainstorming has rules which must be strictly followed:

   a. The more ideas, the better. The longer the list, the more likely it will have some ideas that we can use later on.

   b. No comments, remarks, criticisms of any ideas are allowed.

   c. Use someone else's idea. If someone suggests an idea and it gives you another idea, say it.

   d. No idea is dumb, silly, far out, or weird. This idea may trigger another idea from the group.

   e. Record each idea.

   f. Set a brief time limit (e.g., 5 minutes)."

2. Before you present the topic, decide if you want the whole class to work together, to work in two groups or to work in three or more groups. Everyone receives the same topic.

3. Present the topic and start timing the session.

4. Examples of topics:

   a. Ways to improve on the 10-speed bike.

   b. Ways to save money.

   c. Ways to improve the appearance of our classroom.

   d. Ways to get into arguments with your friends.

   e. Topics for further brainstorming sessions.

5. Use as ongoing part of regular classroom lessons.

DISCUSSION:

1. How many ideas did your group produce? Were any of these ideas similar to or different from those generated by another group?

2. How did you feel about this process? Was it exciting, frustrating, fun?

3. Did a lot of people have something to say in your group?

4. Did you participate? How much?

TITLE: WORD PICTURE **COHESION** Grades 4, 5, 6

GOAL: To encourage students to attend to and give positive reinforcement to every student in their class and to increase the students' feeling of belonging to and being accepted by the group.

ABSTRACT: Given a list of ninety adjectives, students choose one adjective for every student in the class.

MATERIALS: Class list and adjective list for each student.

PROCEDURE:

1. Give a class list and a list of adjectives to every student. (See attached adjective list.)
2. Students and teacher are to choose an adjective from the list for every person in the classroom.
3. There are thirty adjectives on the list and each adjective appears three times, so there are ninety words to choose from. Each adjective can be used only three times, however.
4. Suggestions for sharing:
   a. Place a shape (for example: a heart or a silhouette) for each student on the bulletin board. Staple an envelope to the bottom of each student's shape.
   b. Students cut out the adjective they have chosen for a person and put the adjective in the person's envelope.
   c. After this is done, each student takes his envelope, reads the adjectives that were placed in it, and then pastes those adjectives on his shape.
   d. Shapes are placed on bulletin board and attached to a central point with yarn to symbolically join the students together as a group.

DISCUSSION:

1. What types of words did people use to describe you?
2. How do you feel about the words people used to describe you?
3. Why are the shapes attached with yarn to one point?

PROJECT S.E.L.F. WORKSHEET

WORD PICTURE

athletic
brave
cheerful
clever
cool
cute
dependable
fair
foxy
friendly
fun
good sport
great
happy
helpful
honest
kind
leader
loyal
neat
nice
polite
popular
sharp
smart
strong
super
terrific
trustworthy
understanding

athletic
brave
cheerful
clever
cool
cute
dependable
fair
foxy
friendly
fun
good sport
great
happy
helpful
honest
kind
leader
loyal
neat
nice
polite
popular
sharp
smart
strong
super
terrific
trustworthy
understanding

athletic
brave
cheerful
clever
cool
cute
dependable
fair
foxy
friendly
fun
good sport
great
happy
helpful
honest
kind
leader
loyal
neat
nice
polite
popular
sharp
smart
strong
super
terrific
trustworthy
understanding

TITLE: PUTTING IT TOGETHER COHESION Grades 4, 5, 6

GOAL: To help students experience creating something which is the product of a group effort.

ABSTRACT: Students draw a figure with individual students drawing only one part of each drawing. All of the finished products have contributions of various members of the group.

MATERIALS: Blank sheets of drawing paper, pencils and crayons or marking pens.

PROCEDURE:

1. Distribute one piece of drawing paper to each person in the classroom.
2. Write the name of some figure on the board and list various parts of it next to it. For example, one of the following:

Figure:	Person	House	Monster
Parts:	Head	Roof	Head
	Body	Walls	Body
	Legs	Doors	Legs/Arms
	Arms	Window	Face
	Hands	Fireplace	Tail
	Feet	Trees	

3. Have each person draw the same figure on his sheet, e.g., say, "Everybody draw a head."
4. After a few minutes say to the class, "Pass papers to someone else. Now everyone add the next part (e.g., everyone add the body)." Tell the participants to try to connect their parts to the part or parts already drawn on the figure.
5. Continue as above until the figure is completed by having students pass drawings to a new person each time a new part is to be added.
6. Display drawings on bulletin board under a title similar to "Room 15's cooperative art work."

DISCUSSION:

1. Were the figures drawn differently from each other? How were they different? Why? How were they similar?
2. How did you feel when working with the group as compared to working alone?
3. What did you learn about the other members of our group?
4. Can you find all of the things you drew?

TITLE: DON'T TELL ANYONE BUT .... COHESION Grades 4, 5, 6

GOAL: To allow students to share private things about themselves with the class with as little risk as possible.

ABSTRACT: Students anonymously write things about themselves on 3" x 5" cards which are read to the class without discussing who wrote the card.

MATERIALS: Four 3" x 5" cards for each student.

PROCEDURE:

1. On the blackboard write:
    a. "My most exciting moment was when ...."
    b. "My most embarrassing moment was when ...."
    c. "My saddest moment was when ...."
    d. "My biggest worry ...."
2. Each student is given four 3" x 5" cards and is instructed to complete one of the sentences listed above on each card. Inform the class that the cards will be read to the group without telling anyone whose card it is. The secrets should be something no one or almost no one knows about them. To promote anonymity, the cards should be printed and not written in cursive.
3. The cards are collected and are redistributed at random to group members. If someone should draw his or her own card, it should be read as if it were someone else's card.
4. One sentence completion is read by all the class members and discussed before moving on to another sentence. For example, everyone reads from the card given them, "My most exciting moment was when ....", before moving on to the next sentence completion.

DISCUSSION:

1. After appropriate sentence completions are read, discuss what it must have been like for the person who wrote the card.
2. Does anyone see any similarities?
3. Does anyone have similar experiences that he did not write on the card that he wants to share with the group?

TITLE: CANDYLAND DILEMMA COHESION Grades 4, 5, 6

GOAL: For students to use their skills in working together and solving problems to resolve a real dilemma.

ABSTRACT: Given a bag of candy which contains one and one-half times as many pieces of candy as there are students, class must decide how to distribute the candy fairly.

MATERIALS: A plastic bag of small individually wrapped pieces of candy amounting to one and one-half times the number of students present.

PROCEDURE:

1. Outline the problem to the class: There is a bag of candy which contains ____ pieces and there are ____ students in our class. Students may have the candy when they themselves, without help from the teacher, decide how the candy will be distributed without cutting the candy.
2. Instruct the class that this is to be a group discussion and that everyone should get a chance to participate. The final decision should reflect the majority view of the group.
3. If time permits, have students distribute the candy when an agreement has been reached.

DISCUSSION:

1. Have the students evaluate their decision-making process as a group.
    a. Did everyone who wanted to talk get a chance?
    b. Did students feel others were listening to them?
    c. Did the group move smoothly from suggesting and discussing alternatives to agreeing or voting on a few?
    d. Who did the most talking?
    e. Who suggested that enough ideas were given and who called for a vote?
        1) How did this person organize the vote?
        2) Why did she/he decide to help the group make a decision?
        3) What would have happened if she/he had not helped the group decide? Would the group have reached a decision without her/his help?
2. Which of these words best describe the way your class made you feel:
    1) Lonely or part of the group.
    2) Bossed around or not bossed around.
    3) Frustrated or pleased.
    4) Happy with this class or unhappy with this class.

COHESION:

Supplementary Lessons

TITLE: FIXED WORDS STORY **COHESION** Grades 4, 5, 6

GOAL: To encourage the students to analyze and evaluate their class.

ABSTRACT: Given a list of words, students write a paragraph about their classroom using as many of the provided words as they can.

MATERIALS: Worksheet for each student, paper and pencil.

PROCEDURE:

1. Prepare worksheets based on example on the next page. If desired, the teacher may add any other words to the worksheet.
2. Pass out worksheets.
3. Read instructions from worksheet.
4. Give students fifteen minutes to write their paragraphs.
5. Ask students to figure out their scores.
6. Share the scores.
7. Ask volunteers to read their paragraphs.

DISCUSSION:

1. Which words were easiest to use? Hardest to use? Why?
2. Comment on the paragraphs read by students: How were they similar? Different?
3. What kind of a group is this class? Which paragraph best describes the class as a group?

COH-7

PROJECT S.E.L.F. WORKSHEET

FIXED WORDS STORY

NAME ______________________________

You are to write a paragraph about our class that makes sense. Below is a list of words. Try to use as many of these words in your paragraph as you can. You may use a word from this list UP TO THREE TIMES. You will receive one point every time you use a word from the list below which means you can get a total of three points for each word listed below. To help in scoring, every time you use a word from the list, underline it in your paragraph.

WORD LIST

cooperative
never
together
frustrated
group
worst
listen
problem
noisy
leader
kind
ideas
proud
happy
helpful
participate
success
like
friend
unkind

TITLE: ASSOCIATION STORY **COHESION** Grades 4, 5, 6

GOAL: To help all students experience equal potency in creating a class project and to feel more a part of the classroom group.

ABSTRACT: A story is created by students taking turns supplying one word at a time.

MATERIALS: Tape recorder, ditto master.

PROCEDURE:

1. The class forms a circle and is instructed that they will compose a story about their class that makes sense.
2. With a tape recorder on, the "mouth" (see Communication lesson, "The Mouth") is given to one student in the circle and that person is to say the first word in the story and then pass the mouth to the next person who adds the second word to the story, and so on, until a story is generated and a logical conclusion or place to stop is found. All students should be allowed to participate at least three times.
3. Any student may pass if he or she cannot think of a word, by simply passing the mouth to the next person.
4. Silence, except for those taking their turn, is stressed to insure a usable recording.
5. If a tape recorder is unavailable, the story may be written down as it is developed.
6. The text of the story is then duplicated and a copy given to each student under a heading similar to "Room 15's Class Story".

DISCUSSION:

1. Does the story you have made up describe the class?
   a. What important things about this class were left out?
2. Does the story describe how most of the students feel about this class:
   a. If not, why?

TITLE: TIES

COHESION
Communication

Grades 4, 5, 6

GOAL: To encourage students to increase group cohesion by rewarding or praising each other, and to demonstrate how mutual praise and appreciation helps tie a group into a single cohesive unit.

ABSTRACT: Students compliment each other while passing a ball of yarn to the students they complimented. The ball of yarn is slowly unraveled as it is passed from student to student.

MATERIALS: A ball of yarn.

PROCEDURE:

1. A group of 5-7 students forms a circle. The facilitator holds the end of a ball of yarn and throws the ball to a person and makes a positive statement in the second person (e.g., "Al, you are good at sports"; "Thank you for helping me with my math, Mary. I really like the way you try to help others in the class"). The person receiving the compliment takes up the slack, holds the string, and throws the ball of yarn to another student and compliments him.
2. After all students have received the yarn*, they examine the pattern formed and are asked to note the ties that bind them together as a group.
3. The last student slowly rolls up the yarn ball while others let go of the yarn as needed.

DISCUSSION:

1. Do you think compliments among class members help tie the group together even when there is no string to do so?
2. Does this class need to be tied together more? Are there students or groups who are not tied together well? Are there groups that fight with each other in this class?
3. Could we tie the group together by giving more compliments to each other?

---

* We have found that students usually make sure that all students in the group are included without a rule as such being enforced.

COH-10

TITLE: WHO'S WHO IN OUR ROOM? COHESION Attraction Grades 4, 5, 6

GOAL: To encourage the children and teacher to share information about themselves in order to increase feelings of belonging to the group.

ABSTRACT: Children interview partners, write down their findings on interview schedules, read the interview schedules to the class and post them on the bulletin board. The classroom group, including the teacher, is symbolically formed by joining students' and the teacher's interview schedules together.

MATERIALS: Enough interview schedules printed on colored paper in the shape of silhouettes (of faces, cars, flowers, animals, etc.), and yarn, string, or ribbon to attach the completed interview schedules to some central point.

PROCEDURE:

1. Session I:

   a. Introduce the concept of interviewing to the class.

   b. Ask the children to suggest things they would like to know about their classmates and form questions which focus on these areas. To make the sharing more interesting, the class should decide on a master list of 15-20 questions from which each interviewer may choose ten questions.

   c. Type or print the interview questions within the boundaries of an attractive silhouette (e.g., a face, car, train, flower, etc.), leaving enough room for answers to the interview questions.

2. Session II:

   a. Form random pairs of students or pair students who rarely interact.

   b. Have each student interview his/her partner using any ten questions he/she may choose from the interview schedule.

   c. Remind the students that this is an interview and that each student is to write his partner's answers to the questions, not his own answers. Be sure the name of the partner who answered the questions is at the top of the interview schedule.

   d. Have each child read the interview schedule he filled out while interviewing his partner. (He may either announce his partner's name or the class could guess his identity if the interviewing and sharing do not occur on the same day.)

   e. After each interview is shared, the interviewer should attach the silhouette interview schedule to the board.

   f. Ask the students to select a classmate to interview you and place the completed interview schedule with the students' interview schedules.

   g. When all silhouettes have been put on the board, attach each shape to a central point with lengths of yarn or string.

   h. Have the students spend five or ten minutes reading the interview schedules on the board.

   i. Conclude the exercise by asking the students to raise their hands if they learned something about another student which makes them want to be friends with that student.

DISCUSSION:

1. Do you like having the teacher and students know these things about you?
2. Does anyone want to know something else about a student or the teacher?
3. Does anyone want the class or teacher to know anything more about himself or herself?
4. Do you think knowing things about others will help students to become friends?

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APPENDIX

LEADERSHIP

I. CHART INTRODUCING TASK AND PEOPLE JOBS

A. Use the first ten (10) pages of this section to complete the chart depicting "Task and People Jobs" asked for in Lesson L-1. The pages may be reproduced on paper or cards and placed on a poster or on a bulletin board.

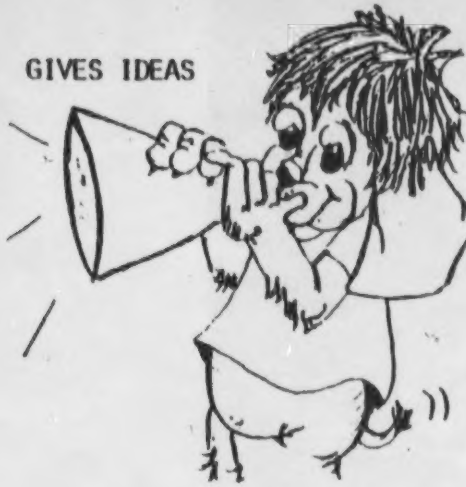
II. TASK AND PEOPLE JOBS CARDS

A. Use pages eleven (11) through seventeen (17) to produce the cards needed for Lessons L-2 and L-11.

III. TASK AND PEOPLE JOBS ROLE-PLAYING CARDS

A. Use pages eighteen (18) through twenty-four (24) to produce the cards needed for Lesson L-6.

INTRODUCTION
OF
TASK AND PEOPLE JOBS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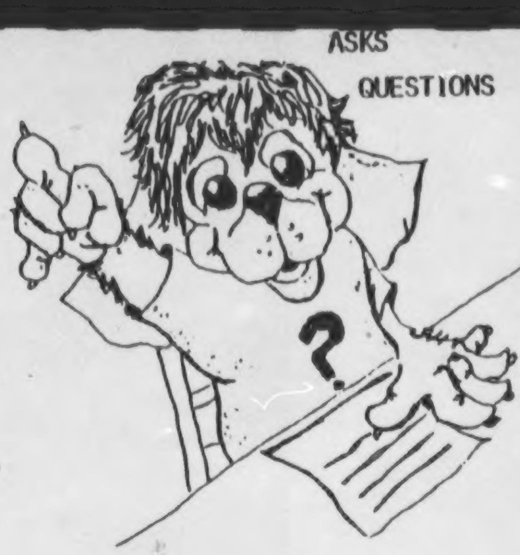
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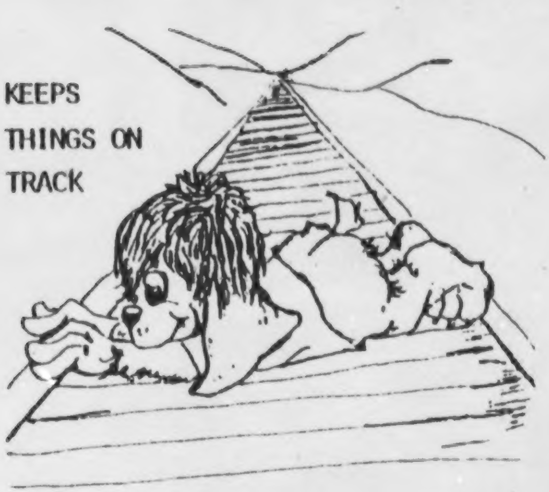
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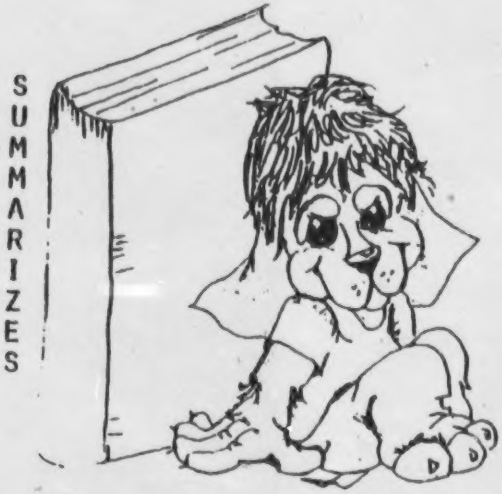
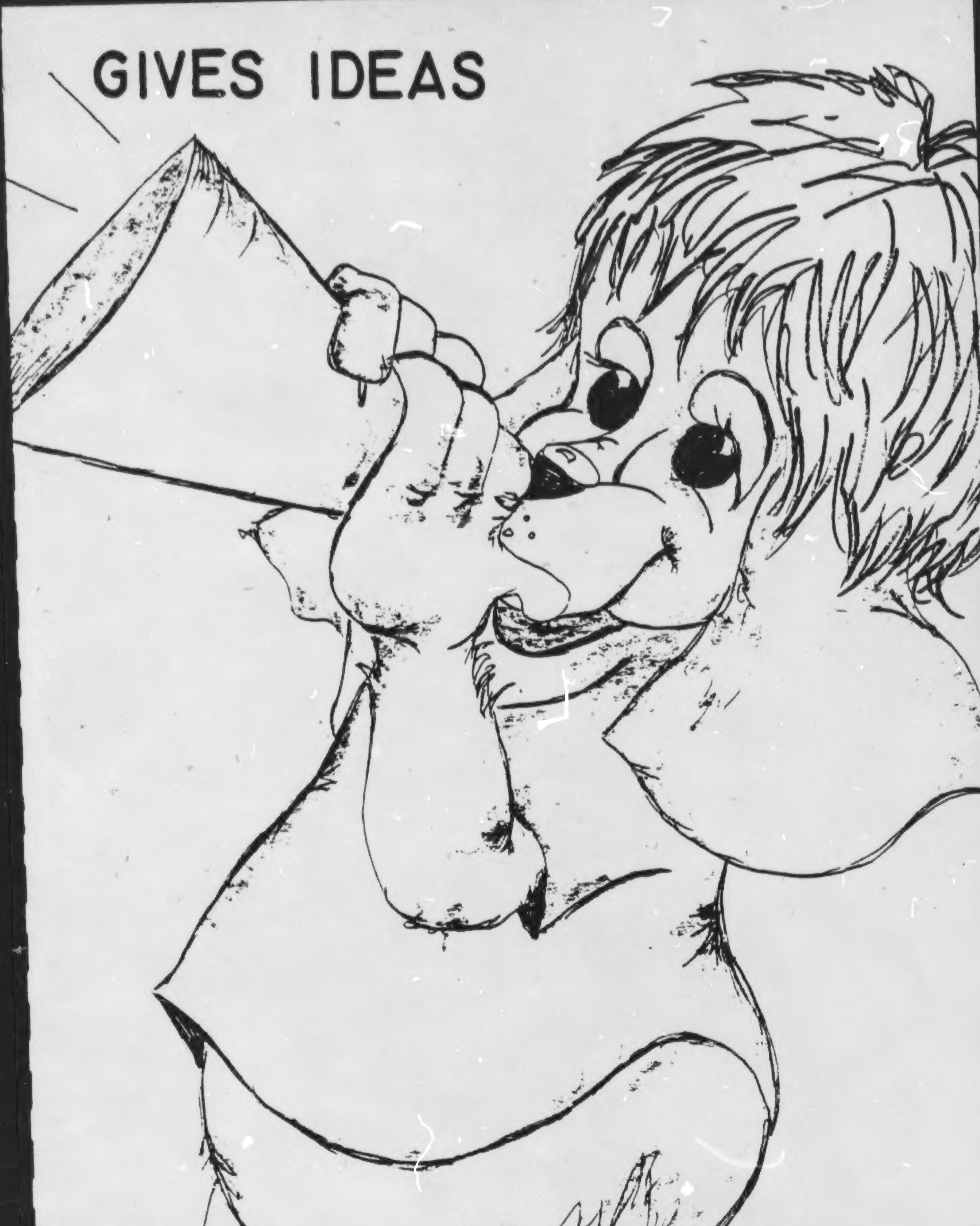

SUMMARIZES

TASK JOBS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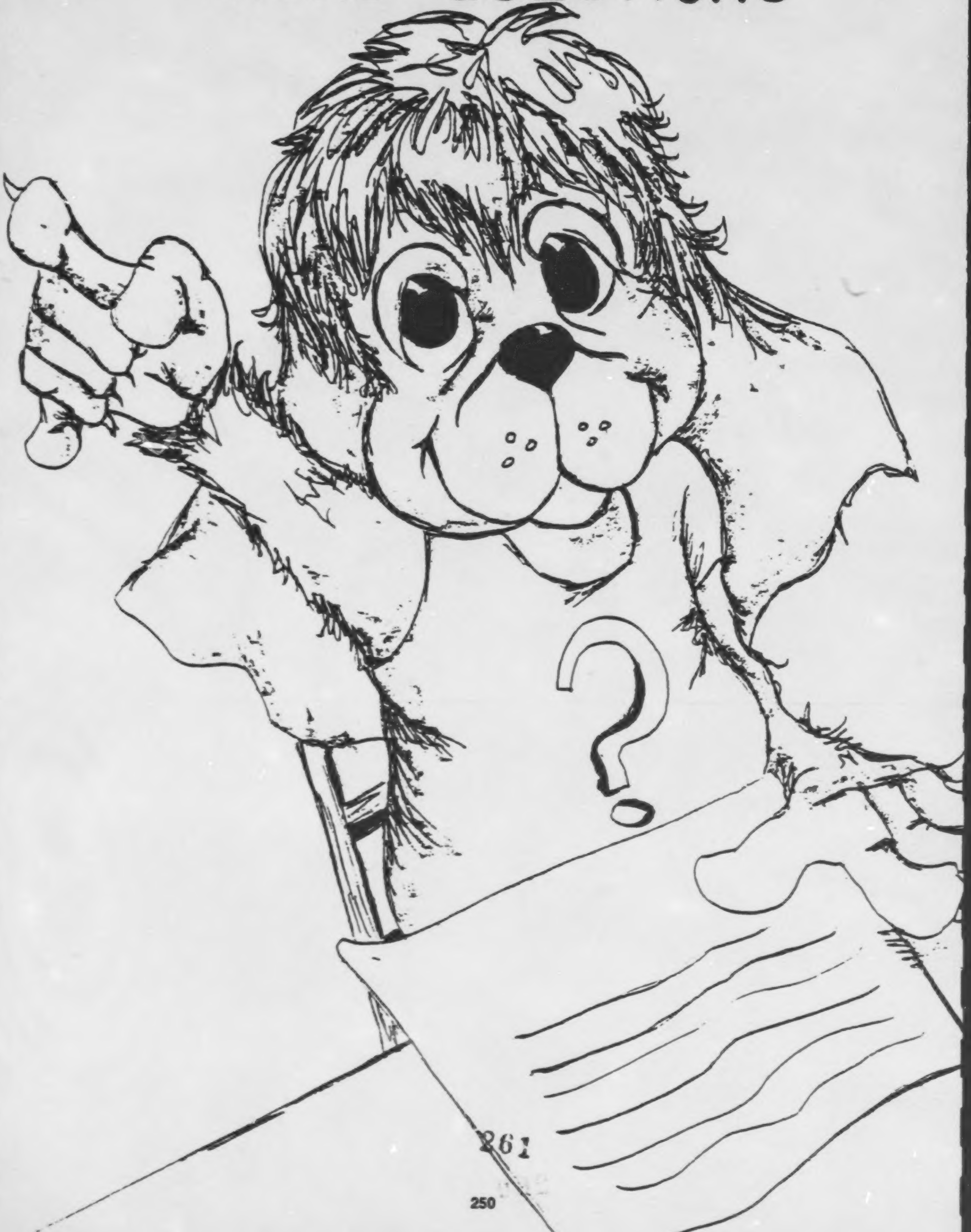

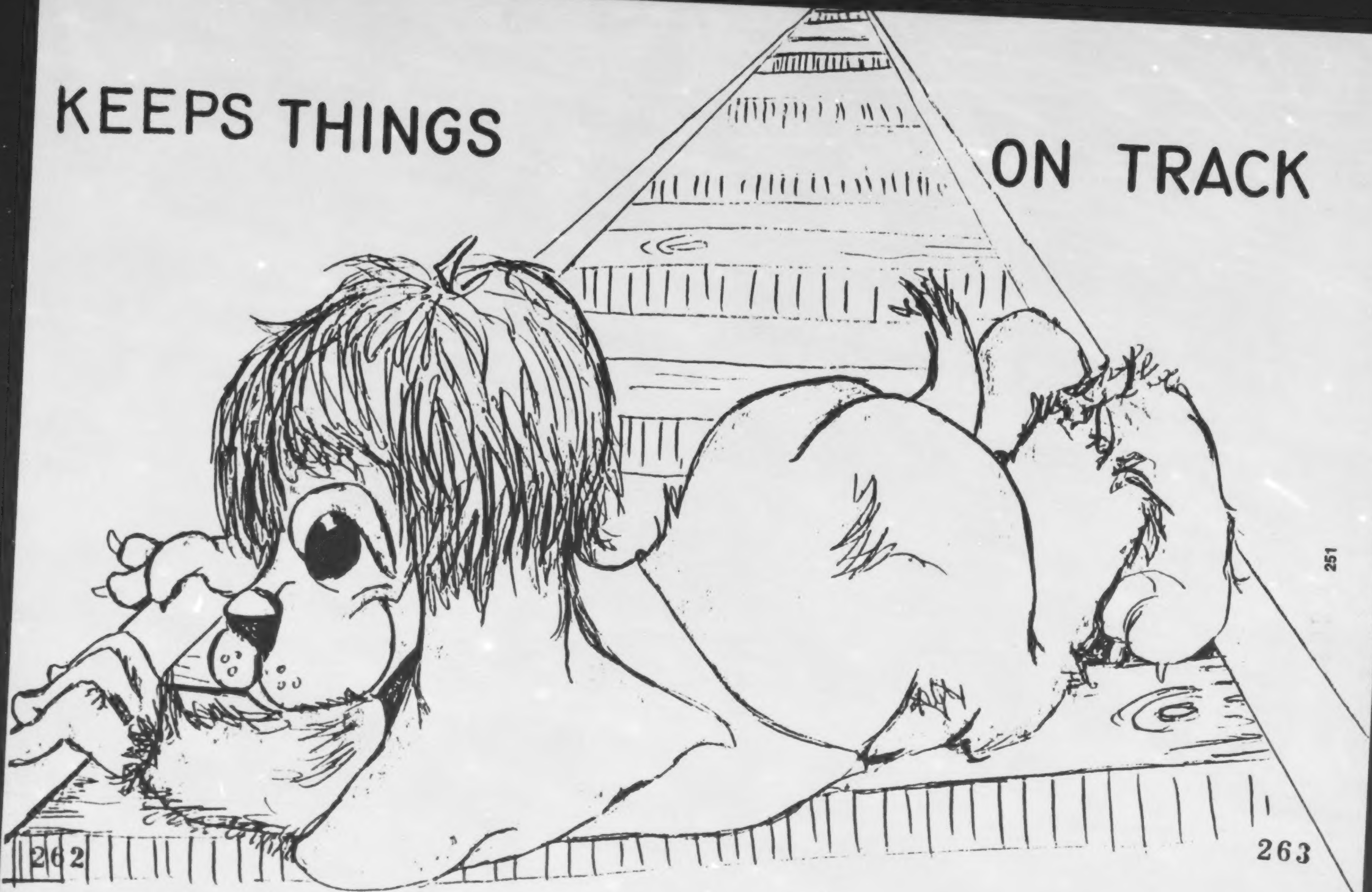
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ON TRACK
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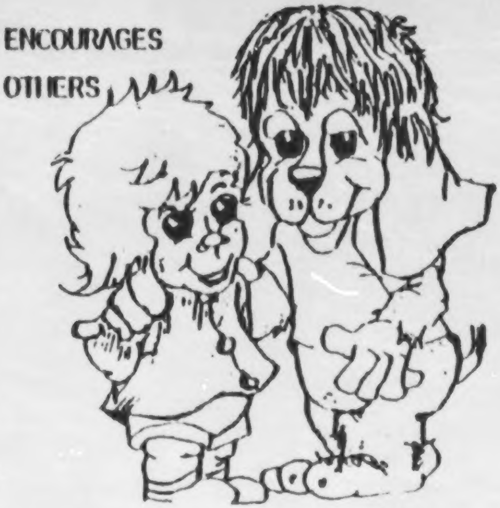
263

SUMMARIZES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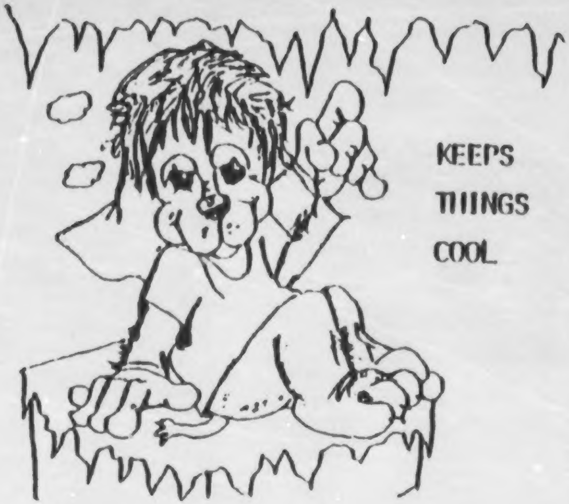
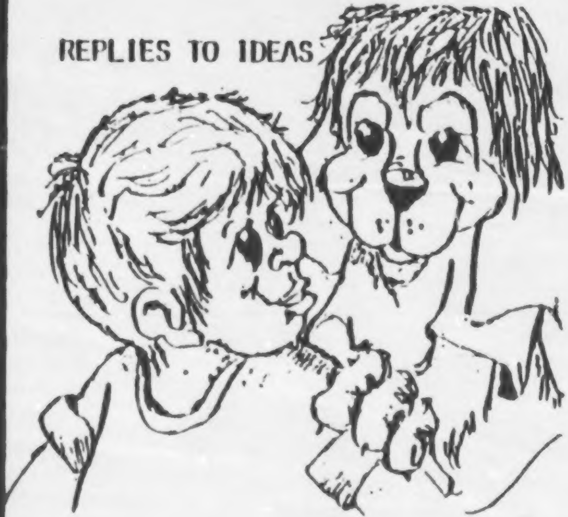
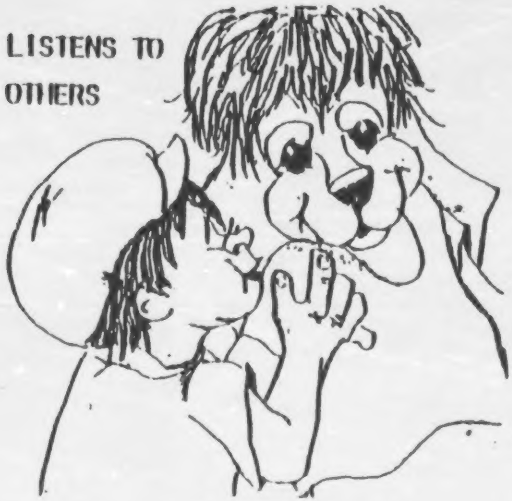
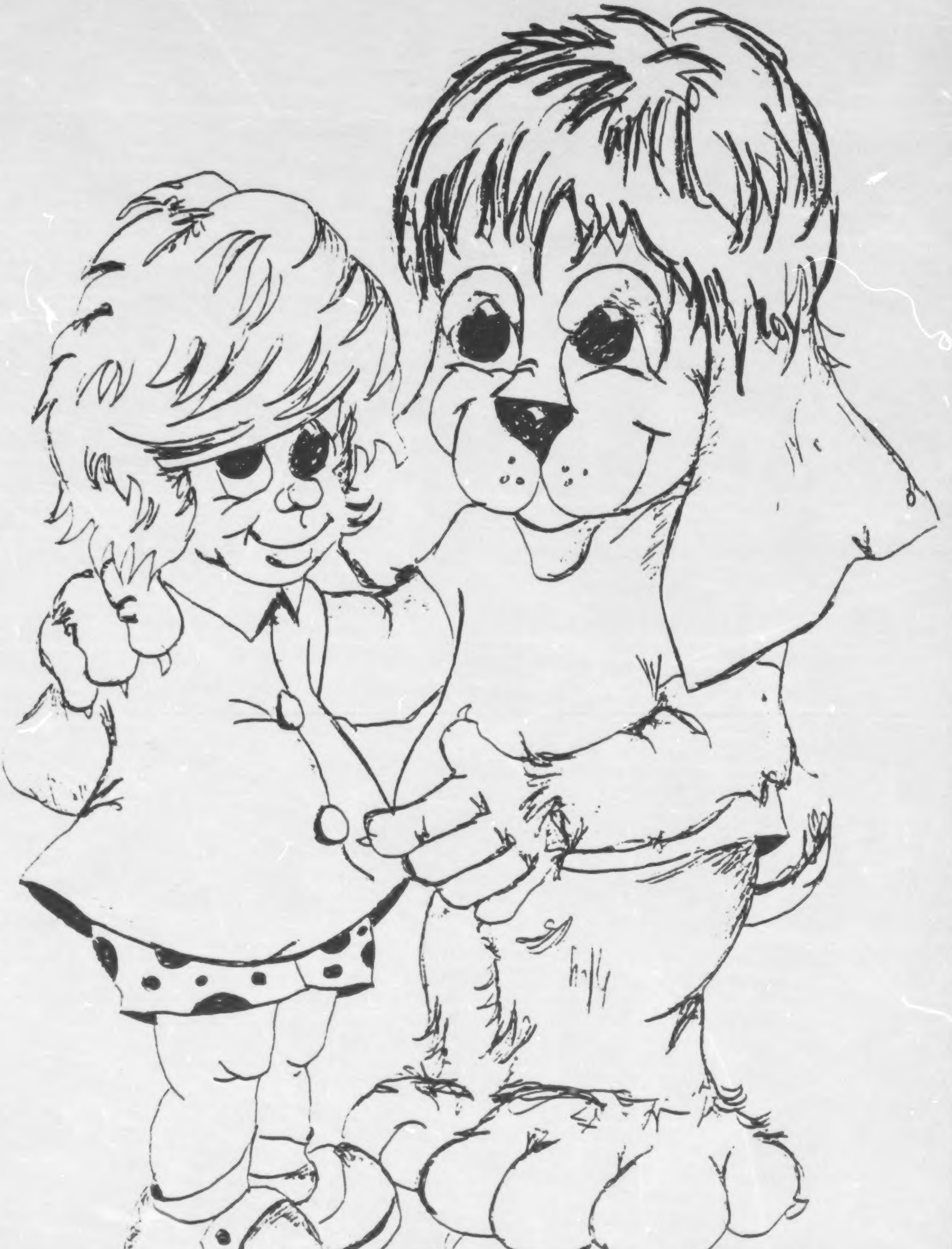

KEEPS THINGS COOL


REPLIES TO IDEAS


LISTENS TO OTHERS

PEOPLE JOBS

ENCOURAGES OTHERS



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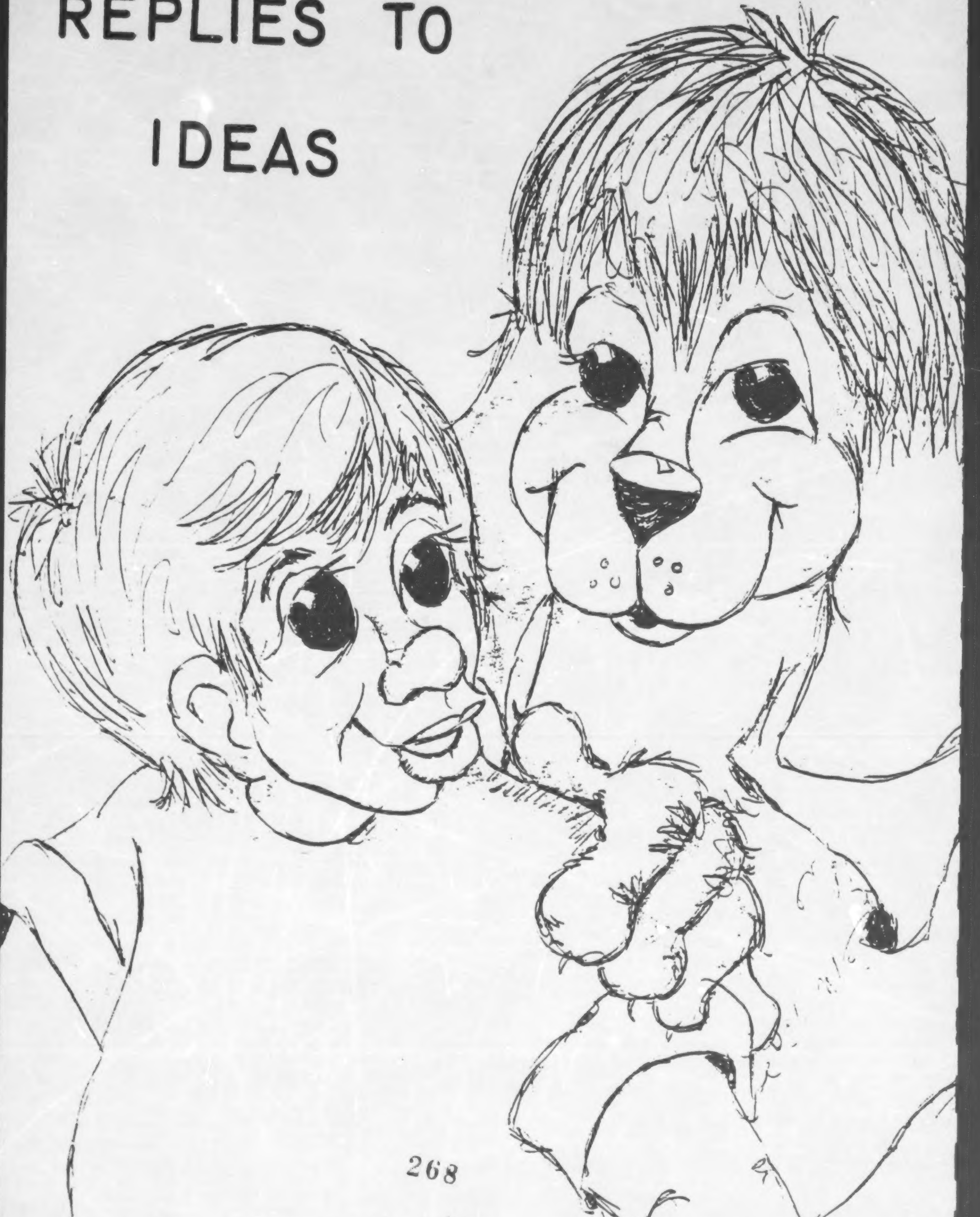

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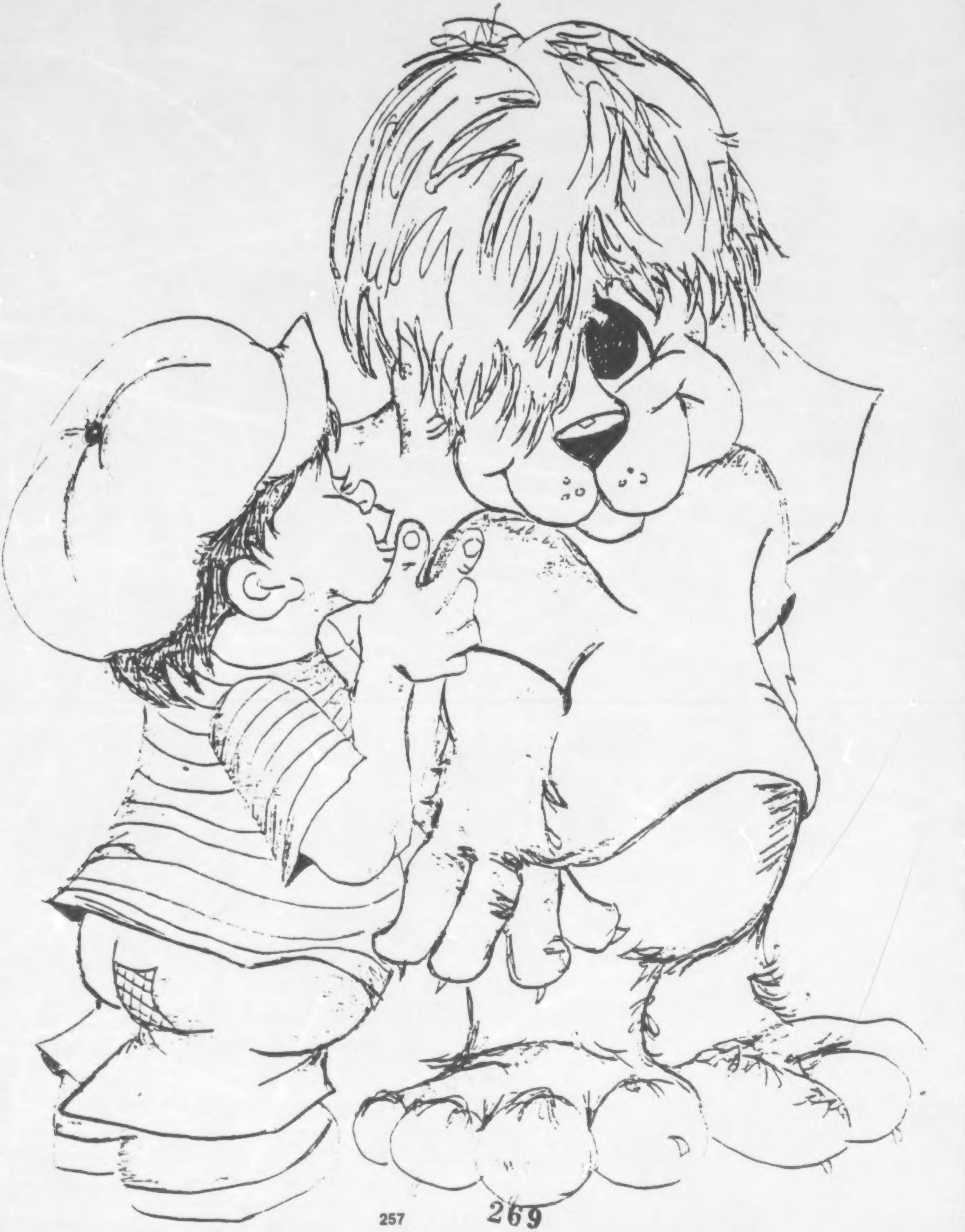

CARDS FOR

TASK AND PEOPLE JOBS

GIVES IDEAS

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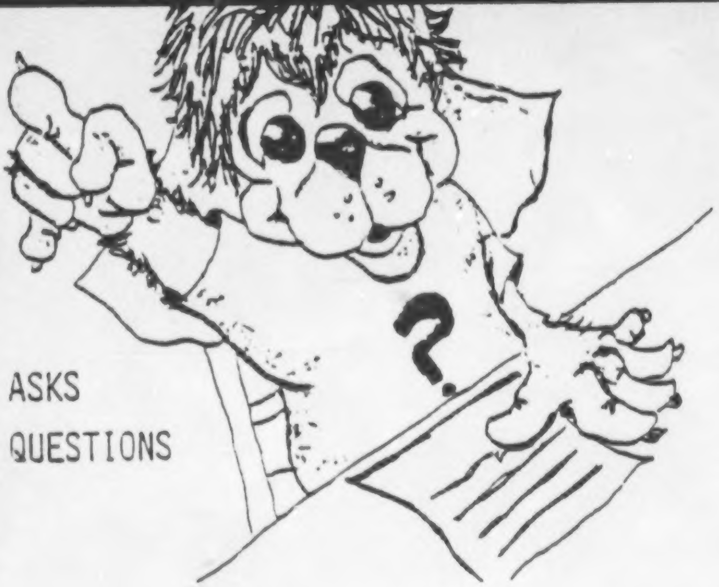
GIVES IDEAS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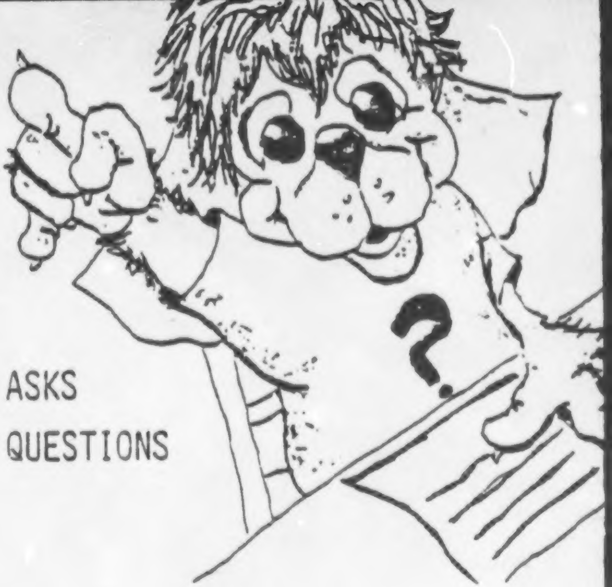
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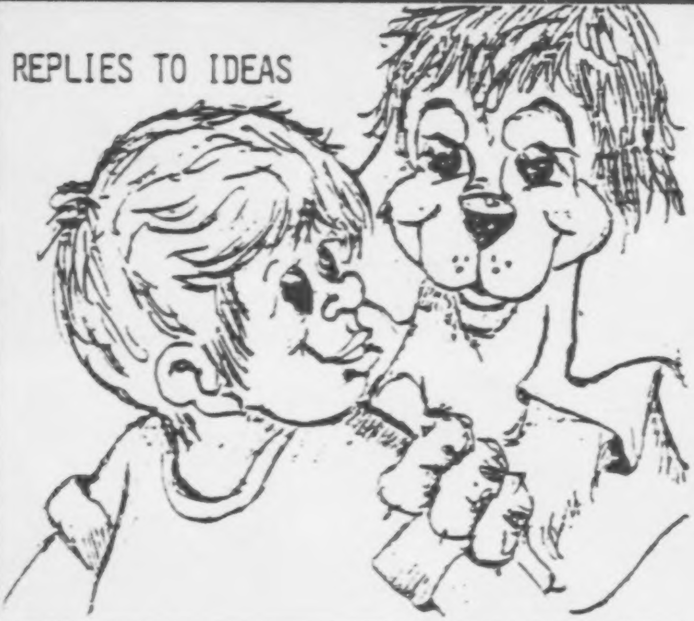
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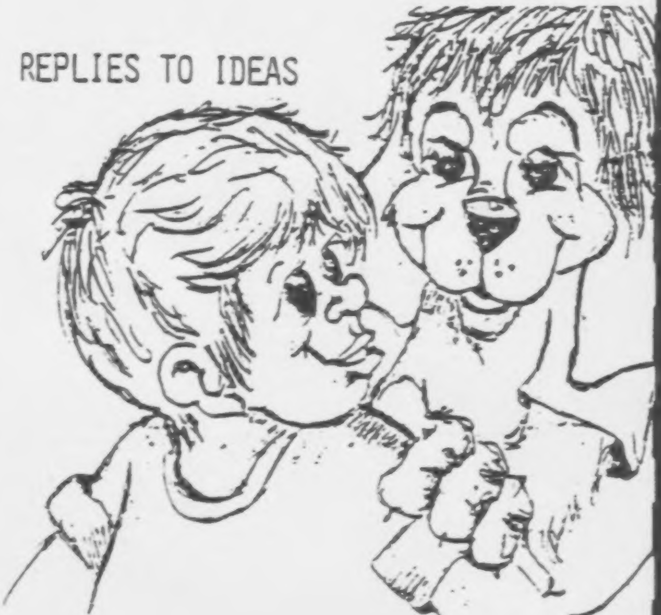
REPLIES TO IDEAS

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KEEPS
THINGS
COOL

ROLE-PLAYING CARDS

FOR

TASK AND PEOPLE JOBS

278

GIVES IDEAS

I THINK ....

MAYBE ....

MY IDEA IS ......

GIVES IDEAS

I THINK ....

MAYBE ....

MY IDEA IS ......

GIVES IDEAS

I THINK ....

MAYBE ....

MY IDEA IS ......

GIVES
IDEAS

GIVES
IDEAS

GIVES
IDEAS

ASKS QUESTIONS

WHY.................?

HOW COME YOU........?

DO YOU..............?

IS..................?

ASKS QUESTIONS

WHY.................?

HOW COME YOU........?

DO YOU..............?

IS..................?

ASKS QUESTIONS

WHY.................?

HOW COME YOU........?

DO YOU..............?

IS..................?

281

ASKS QUESTIONS

ASKS QUESTIONS

282

ASKS QUESTIONS

KEEPS THINGS ON TRACK

WE ARE SUPPOSED TO ....

OUR JOB IS TO ....

LET'S TALK ABOUT THAT LATER.

KEEPS THINGS ON TRACK

WE ARE SUPPOSED TO ....

OUR JOB IS TO ....

LET'S TALK ABOUT THAT LATER.

KEEPS THINGS ON TRACK

WE ARE SUPPOSED TO ....

OUR JOB IS TO ....

LET'S TALK ABOUT THAT LATER.

KEEPS
THINGS ON
TRACK

KEEPS
THINGS ON
TRACK

KEEPS
THINGS ON
TRACK

SUMMARIZES

MOST OF US THINK ....

THE MAJORITY HAS VOTED TO..

SOUNDS LIKE MOST OF US
WANT TO ....

SUMMARIZES

SUMMARIZES

MOST OF US THINK ....

THE MAJORITY HAS VOTED TO..

SOUNDS LIKE MOST OF US
WANT TO ....

SUMMARIZES

SUMMARIZES

MOST OF US THINK ....

THE MAJORITY HAS VOTED TO.

SOUNDS LIKE MOST OF US
WANT TO ....

SUMMARIZES

ENCOURAGES OTHERS

I WANT TO HEAR FROM ....

LET'S GIVE ________ A CHANCE TO TALK.

ENCOURAGES
OTHERS

ENCOURAGES OTHERS

I WANT TO HEAR FROM ....

LET'S GIVE ________ A CHANCE TO TALK.

ENCOURAGES
OTHERS

ENCOURAGES OTHERS

I WANT TO HEAR FROM ....

LET'S GIVE ________ A CHANCE TO TALK.

ENCOURAGES
OTHERS

KEEPS THINGS COOL

Y, COOL IT.
E HAVE A JOB TO DO.

ET'S STOP ARGUING.

EY, QUIET DOWN. I CAN'T HEAR.

EY, THAT'S A "PUT DOWN."
NOCK IT OFF.

KEEPS THINGS COOL

HEY, COOL IT.
WE HAVE A JOB TO DO.

LET'S STOP ARGUING.

HEY, QUIET DOWN. I CAN'T HEAR.

HEY, THAT'S A "PUT DOWN."
KNOCK IT OFF.

KEEPS THINGS COOL

HEY, COOL IT.
WE HAVE A JOB TO DO.

LET'S STOP ARGUING.

HEY, QUIET DOWN. I CAN'T HEAR.

HEY, THAT'S A "PUT DOWN."
KNOCK IT OFF.

KEEPS
THINGS
COOL

KEEPS
THINGS
COOL

KEEPS
THINGS
COOL

REPLIES TO IDEAS

I LIKE YOUR IDEA BECAUSE .....

I DISAGREE WITH YOUR IDEAS
BECAUSE ....

YES, I AGREE BECAUSE ....

REPLIES TO IDEAS

I LIKE YOUR IDEA BECAUSE .....

I DISAGREE WITH YOUR IDEAS
BECAUSE ....

YES, I AGREE BECAUSE ....

REPLIES TO IDEAS

I LIKE YOUR IDEA BECAUSE .....

I DISAGREE WITH YOUR IDEAS
BECAUSE ....

YES, I AGREE BECAUSE ....

EPLIES TO
DEAS

REPLIES TO
IDEAS

REPLIES TO
IDEAS